# Ballard County Schools

## Certified Evaluation Plan

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|---|---|---|
| Adopted | July 15, | 1985 |
| | | |
| Revisions | May 11, | 1987 |
| | June 13, | 1994 |
| | August 15, | 1996 |
| | December 14, | 1998 |
| | September 13, | 1999 |
| | August 14, | 2000 |
| | April 23, | 2001 |
| | July 28, | 2003 |
| | August 3, | 2004 |
| | June 27, | 2007 |
| | July 22, | 2009 |

**Certified School Personnel Evaluation Plan**

**Ballard County Schools**                     **270-665-8400**

**3465 Paducah Road**                          **Barlow, KY 42024**

**Ed Adami, Superintendent**              **270-665-8400, ex. 2001**

**Ed Adami, Evaluation Coordinator**     **270-665-8400, ex. 2001**

**Committee Members:**

Ed Adami, Chair                         Jennifer Shrum, BCES Teacher

Gayle Perkins, PD Director              Jennifer Rottgering, BMHS Teacher

Donald Shively, BMHS Principal          Leslee Davis, BMHS Teacher

Casey Allen, BCMS Principal             Amber Parker, BCMS Teacher

Phillip Harned, BCES Principal          Ginger Higgins, BCES Teacher

Fanetta Puckett, Sp. Ed./Preschool Director      Kelly Fronabarger, BCPS Teacher

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# Ballard County Certified Appeals Committee
## 2009-10

Mary Ann Claxton
Dustin Roberts
Sherry Queen (alt)
Susan Bodell (alt)

Kim Grogan (board appt)
Steve Quertermous (board appt)

| KRS Section | KAR Section | Page Number in District Plan | Assurances **Ballard County Schools** |
|---|---|---|---|
| | | | **Certified School Personnel Evaluation Plan** **The Ballard County Board of Education approved this evaluation plan as recorded in the minutes of the meeting held on April 23, 2001. _____, Superintendent _____,Chairperson** |
| | | | **A.  Plan developed by evaluation committee:** |
| (3) (c) 1 | 4 (1) | | 1.  Equal number of teachers and administrators |
| | 3 | | 2.  Approved by local board of education |
| | | | **B.  Plan provides for:** |
| | 6 | | 1.  Designated contact person |
| | 5 (2) | | 2.  Explanation to and discussion with all certified personnel "no later than the end of the first month of reporting for employment for each school year" |
| | 5 (3) | | 3.  Performance standards with indicators for major job categories |
| (3) (b) | 4 (2) | | 4.  Formative and summative processes |
| (3) (c) 2 | 4 (2) (a) | | 5.  Immediate supervisor designated primary evaluator |
| (3) (c) 2 | 4 (2) (a) | | 6.  Third party observer process |
| (3) (c) 3 | 4 (2) (b) | | 7.  Observations conducted openly |
| | 4 (2) (c) | | 8.  Alignment of growth plans with school/district improvement plans |
| | 4 (2) (c) | | 9.  Annual review of growth plans |
| | 4 (2) (d) | | 10.  Provisions for Superintendent's professional growth pursuant to KRS 156.111 |
| | 4 (2) (e) | | 11.  Conference within one week of observation |
| | 4 (2) (e) | | 12.  Summative conference includes all evaluation data |
| | 4 (2) (f) | | 13.  Annual evaluations with multiple observations for non-tenured certified personnel |
| | 4 (2) (g) | | 14.  Multiple observations for tenured teachers when observation is unsatisfactory |
| | 4 (2) (h) | | 15.  Summative evaluations for tenured teachers minimum of once every three years |
| | 4 (2) (i) | | 14.  Summative evaluations for administrators annually |
| | 4 (2) (j) | | 15.  Evaluations on approved forms to become part of official personnel file |
| | 4 (2) (l) | | 16.  Opportunity for written response/become part of official file |
| | 4 (2)(m) | | 17.  Copy of evaluation provided to evaluatee |
| (3) (c) 5 | | | 18.  Corrective action process |

| KRS section | KAR section | Page Number in District Plan where Evidenced | | | |
|---|---|---|---|---|---|
| | | | | **Ballard County Schools** | |
| | | | **C.  Teacher and Administrator Evaluation forms include:** | | |
| | 5 (1) | | 1.  Specific descriptors or indicators that can be measured or observed and recorded | | |
| (2) | | | 2.  List of performance criteria for teachers and administrators: | EPSB | ISLLC |
| (a) | | | • Performance of responsibilities related to assignment, including, attendance and punctuality and evaluating results | | |
| (b) | | | • Demonstration of effective planning of curricula, classroom instruction, and classroom management, based on research…, or school management skills based on validated managerial practices | | |
| (c) | | | • Demonstration of knowledge and understanding of subject matter content, or administrative functions and effective leadership techniques | | |
| (d) | | | • Promotion and incorporation of instructional strategies or management techniques that are and respect diversity and individual differences | | |
| (e) | | | • Demonstration of effective interpersonal, communication, and collaboration skills among peers, students, parents, and others | | |
| (f) | | | • Performance of duties consistent with school, community goals and administrative regulations | | |
| (g) | | | • Demonstration of use of resources, including technology | | |
| (h) | | | • Demonstration of professional growth | | |
| (i) | | | • Adherence to the professional code of ethics | | |
| (j) | | | • Attainment of other established EPSB standards not included in above | | |
| (6) | | | **D.  Appeals process that includes:** | | |
| | 7 (1) | | 1.  Right to a hearing | | |
| | 7 (2) | | 2.  Opportunity to review all documentation submitted by both parties reasonably in advance | | |
| | 7 (3) | | 3.  Right to presence of chosen representative | | |
| | 9 | | 4.  Opportunity to appeal to Kentucky Board of Education | | |

| KRS section | KAR section | Page Number in District Plan where Evidenced | **COUNSELOR** | | **Ballard County Schools** |
|---|---|---|---|---|---|
| | | | **C. Teacher and Administrator Evaluation forms include:** | | |
| | 5 (1) | | 1. Specific descriptors or indicators that can be measured or observed and recorded | | |
| (2) | | | 2. List of performance criteria for teachers and administrators: | EPSB | ISLLC |
| (a) | | | • Performance of responsibilities related to assignment, including, attendance and punctuality and evaluating results | | |
| (b) | | | • Demonstration of effective planning of curricula, classroom instruction, and classroom management, based on research…, or school management skills based on validated managerial practices | | |
| (c) | | | • Demonstration of knowledge and understanding of subject matter content, or administrative functions and effective leadership techniques | | |
| (d) | | | • Promotion and incorporation of instructional strategies or management techniques that are and respect diversity and individual differences | | |
| (e) | | | • Demonstration of effective interpersonal, communication, and collaboration skills among peers, students, parents, and others | | |
| (f) | | | • Performance of duties consistent with school, community goals and administrative regulations | | |
| (g) | | | • Demonstration of use of resources, including technology | | |
| (h) | | | • Demonstration of professional growth | | |
| (i) | | | • Adherence to the professional code of ethics | | |
| (j) | | | • Attainment of other established EPSB standards not included in above | | |
| (6) | | | **D. Appeals process that includes:** | | |
| | 7 (1) | | 1. Right to a hearing | | |
| | 7 (2) | | 5. Opportunity to review all documentation submitted by both parties reasonably in advance | | |
| | 7 (3) | | 6. Right to presence of chosen representative | | |
| | 9 | | 7. Opportunity to appeal to Kentucky Board of Education | | |

| KRS section | KAR section | Page Number in District Plan where Evidenced | Library/Media Specialist **Ballard County Schools** | | |
|---|---|---|---|---|---|
| | | | **C. Teacher and Administrator Evaluation forms include:** | | |
| | 5 (1) | | 1. Specific descriptors or indicators that can be measured or observed and recorded | | |
| (2) | | | 2. List of performance criteria for teachers and administrators: | EPSB | ISLLC |
| (a) | | | • Performance of responsibilities related to assignment, including, attendance and punctuality and evaluating results | | |
| (b) | | | • Demonstration of effective planning of curricula, classroom instruction, and classroom management, based on research…, or school management skills based on validated managerial practices | | |
| (c) | | | • Demonstration of knowledge and understanding of subject matter content, or administrative functions and effective leadership techniques | | |
| (d) | | | • Promotion and incorporation of instructional strategies or management techniques that are and respect diversity and individual differences | | |
| (e) | | | • Demonstration of effective interpersonal, communication, and collaboration skills among peers, students, parents, and others | | |
| (f) | | | • Performance of duties consistent with school, community goals and administrative regulations | | |
| (g) | | | • Demonstration of use of resources, including technology | | |
| (h) | | | • Demonstration of professional growth | | |
| (i) | | | • Adherence to the professional code of ethics | | |
| (j) | | | • Attainment of other established EPSB standards not included in above | | |
| (6) | | | **D. Appeals process that includes:** | | |
| | 7 (1) | | 1. Right to a hearing | | |
| | 7 (2) | | 8. Opportunity to review all documentation submitted by both parties reasonably in advance | | |
| | 7 (3) | | 9. Right to presence of chosen representative | | |
| | 9 | | 10. Opportunity to appeal to Kentucky Board of Education | | |

Section 1. Certified personnel in the Commonwealth:

> (1)    Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;
>
> (2)    Shall believe in the worth and dignity of each human being and in education opportunities for all;
>
> (3)    Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession:

To Students
- Shall provide students with professional education services in a non-discriminatory manner and in consonance with accepted best practice known to the educator.
- Shall respect the constitutional rights of all students.
- Shall take reasonable measures to protect the health, safety, and emotional well-being of students.
- Shall not use professional relationships or authority with students for personal advantage.
- Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
- Shall not knowingly make false or malicious statements about students or colleagues.
- Shall refrain from subjecting students to embarrassment or disparagement.
- Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing or grabbing; rape, threats or physical harm; and sexual assault.

To Parents
- Shall make responsible effort to communicate to parents information which should be revealed in the interest of the student.
- Shall endeavor to understand community cultures and diverse home environments of students.
- Shall not knowingly distort or misrepresent facts concerning educational issues.
- Shall distinguish between personal views and the views of the employing educational agency.
- Shall not interfere in the exercise of political and citizenship rights and responsibilities of others.
- Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities.
- Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.

To Education Profession
- Shall exemplify behaviors which maintain the dignity and integrity of the profession.
- Shall accord just and equitable treatment to all members of the profession in exercise of their professional rights and responsibilities.
- Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law.
- Shall not use coercive means or give special treatment in order to influence professional decisions.
- Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications.
- Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.

**Development of System**
The Superintendent shall recommend for approval of the Board and the Kentucky Department of Education an evaluation system, developed by an evaluation committee, for all certified employees, which is in compliance with applicable statute and regulation.[1]

**Purposes**
The purposes of the evaluation system shall be to: improve instruction, provide a measure of performance accountability to citizens, foster professional growth, and support individual personnel decisions. To achieve these purposes, the evaluator shall follow the evaluation plan devised by the Evaluation Committee and use data collected from formal and informal observations, anecdotal information, samples of the evaluatee's work, and other appropriate documentation sources.

**Notification**
The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with certified school personnel no later than the end of the first month of reporting for employment for each school year.

**Review**
All employees shall be afforded an opportunity for a review of their evaluations. All written evaluations shall be discussed with the evaluatee, and he/she shall have the opportunity to attach a written statement to the evaluation instrument. Both the evaluator and evaluatee shall sign and date the evaluation instrument.
All evaluations shall be maintained in the employee's personnel file.[2]
Appeal Panel
The District shall establish a panel to hear appeals from summative evaluations as required by law.[1]
Election
Two (2) members of the panel shall be elected by and from the certified employees of the District. Two (2) alternates shall also be elected by and from the certified employees, to serve in the event an elected member cannot serve. The Board shall appoint one (1) certified employee and one (1) alternate certified employee to the panel.

**Terms**
All terms of panel members and alternates shall be for one (1) year and run from July 1 to June 30. Members may be reappointed or reelected.

**Chairperson**
The chairperson of the panel shall be the certified employee appointed by the Board.

**Appeal to Panel**
Any certified employee who believes that he or she was not fairly evaluated on the summative evaluation may appeal to the panel within five (5) working days of the receipt of the summative evaluation. The certified employee may review any evaluation material related to him/her. Both the evaluator and the evaluatee shall be given the opportunity to review documents to be given to the hearing committee and may have representation of their choosing.

**Appeal Form**
The appeal shall be signed and in writing on a form prescribed by the District evaluation committee. The form shall state that evaluation records may be presented to and reviewed by the panel.

**Conflict of Interest**
No panel member shall serve on any appeal panel considering an appeal for which s/he was the evaluator. Whenever a panel member or a panel member's immediate family appeals to the panel, the member shall not serve for that appeal. Immediate family shall include father, mother, brother, sister, husband, wife, son, daughter, uncle, aunt, nephew, niece, grandparent, and corresponding in-laws.
A panel member shall not hear an appeal filed by his/her immediate supervisor.

**Burden of Proof**
The certified employee appealing to the panel has the burden of proof. The evaluator may respond to any statements made by the employee and may present written records which support the summative evaluation.

**Hearing**
The panel shall hold necessary hearings. The evaluation committee shall develop necessary procedures for conducting the hearing.

**Panel Recommendations**
The panel shall issue a recommendation the District Superintendent with fifteen (15) working days from the date an appeal is filed. In the case of appeals of evaluation conducted by the Superintendent, the panel shall report to the Board.

**Superintendent**
The Superintendent shall receive the panel's recommendation and shall take such action as permitted by law as s/he deems appropriate or necessary. The superintendent may hold hearings and/or order a new evaluation by a second certified evaluator as necessary. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.

**Kentucky Board of Education**
A certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the KDE shall have the opportunity to appeal to the Kentucky Board of Education. No later than 30 days after the final action or decision at the local district level, the certified employee may submit a written request to the chief state school officer for a review before the State Evaluation Appeals Panel. An appeal not filed in a timely manner shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with this request. A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated.

**Revisions**
The Superintendent shall submit proposed revisions to the evaluation plan to the Board for its review to ensure compliance with applicable statute and regulation. Upon adoption, all revisions to the plan shall be submitted to the Kentucky Board of Education for approval.

**References:**
[1]KRS 156.557, 704 KAR 3:345
OAG 92-135, Thompson v. Board of Educ., Ky., 838 S.W.2d 390 (1992)

**Related Policies:**
[2]03.15, 03.16, 02.14
Adopted/Amended: 9/11/00
Order #: 3773

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*Frequency of Evaluations*
Non-tenured certified personnel shall be evaluated annually with multiple observations.
Tenured certified personnel shall be evaluated and receive a summative evaluation at least once every three years.
*Evaluation of Administrators*
Administrators shall be evaluated and receive a summative evaluation annually. The process for evaluating administrators is identical to the process used for other certified employees. Administrators shall be evaluated by their immediate supervisor using the ISSLIC standards form and following the timelines described on page ten. Administrators may appeal their summative evaluation to the superintendent or, if he is the immediate supervisor, to the Ballard County Board of Education.

## Definitions

**Administrator**  Any certified staff person who devotes the majority of his/her employed time to service as a principal, assistant principal, supervisor, coordinator, director, assistant director, administrative assistant, finance officer, pupil personnel worker, guidance counselor, or school business administrator including the superintendent or any assistant, associate, or deputy superintendent.

**Administrator Standards**  The six evaluation standards (vision; school culture and learning; management; collaboration; integrity, fairness, ethics; political, economic, legal) devised by the Interstate School Leaders Licensure Consortium (ISLLC).

**Clinical Supervision**  A model of supervision that aims at diagnosing the strengths and areas of concern for an evaluatee and prescribing specific techniques and strategies for the improvement of the evaluatee. The evaluatee must be working on a corrective action plan and must request that this model be used. Also, the principal must approve.

**Code of Ethics**  A code of professional behavior outlining educators' responsibilities to students, parents, and the profession. All certified employees shall adhere to the Code of Ethics.

**Conference**  A collaborative meeting involving the evaluator and the evaluatee in which feedback is provided and observation data is analyzed. Other relevant information may be discussed including, but not limited to, the professional growth plan.

**Corrective Action Plan**  A plan in which the evaluatee establishes specific goals to improve in any area of concern in performance. The evaluator takes an active role in activities and appraisal of the activities along with the evaluatee. Intensive assistance may require the use of an assistance team to help the evaluatee to grow professionally. The evaluatee may, but is not required to, opt for clinical supervision, peer coaching, or a portfolio (paper or electronic) in implementing his/her corrective action plan.

**Documentation**  Written evidence used in evaluation. It may be teacher artifacts such as lesson/unit plans, tests, rubrics, or any other teacher-created items that would be included in a teacher's professional portfolio. Also, it may be observation forms, the summative evaluation form, or any other written record produced by the evaluator. Documentation of deficiencies and of assistance must be written. All documentation must be written.

**Evaluation**  The process of assessing the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, based on predetermined criteria, through formal and informal observation and other documentation. Evaluation also includes the development and monitoring of a professional growth plan. An employee's immediate supervisor shall be his primary evaluator.

**Formative Observation**  An observation conducted after a pre-conference and followed within five working days by a post-observation conference.

**Hearing Appeals Panel**  A three-teacher panel convened when an evaluatee disagrees with his/her summative evaluation.

**Individual Profession Growth Plan (IPGP)**  A plan whereby a person being evaluated establishes goals for his/her enrichment/development. The plan includes objectives, strategies for achieving those objectives, a timeline, a method for evaluating success, and specific assistance measures provided by the evaluator. The IPGP shall be aligned with the specific goals and

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objectives of the school's improvement/transformation plan and its professional development plan. The IPGP shall be reviewed annually by the primary evaluator.

**Informal Observation**    An observation in which the evaluator observes the evaluatee without a pre-conference having taken place. This is an unannounced observation that may occur at any time while the evaluatee is on duty. It shall be followed within five working days by a post-conference at which the evaluatee will receive any data obtained during this observation that is to be used in the evaluation. These observations may be conducted as frequently as the evaluator deems necessary. A written copy of any anecdotal observation must be given to the employee if it is to be used in his/her evaluation and the transmission of this written copy must be followed within five working days with a conference.

**Observation**    The process of openly gathering information on the evaluatee in the performance of his/her duty, based on predetermined criteria in the district plan. All observations (and the entire evaluation process) shall be conducted openly with the full knowledge of both evaluator and evaluatee. *Written documentation of all evaluative evidence shall be known to both evaluator and evaluatee.* (Tenured personnel are evaluated every three years but they shall be observed yearly.)

**Peer Coaching**    The use of a teacher or a team of teachers to act as mentor(s) to a teacher who is working on a corrective action plan. The evaluatee must request and the principal (or other primary evaluator) must approve any peer-coaching situation.

**Primary Evaluator**    The immediate supervisor will be the primary evaluator.

**Professional Portfolio**    A collection of artifacts created by the evaluatee. These would include lesson/unit plans, tests, simulations, performance events, rubrics, PowerPoint presentations, reflective essays, journals, and any other evaluatee-created items used to provide evidence of the evaluatee's professional performance. The portfolio may be either a traditional paper collection or it may be an electronic collection. The evaluatee must be working on a corrective action plan and must request and the principal must approve the portfolio development model.

**Reprimand**    A written statement produced by an administrator specifying inappropriate behavior by an employee. It shall be given to the employee no later than five days after the occurrence during a conference.

**Summative Evaluation**    The evaluation that occurs at the end of the evaluation cycle. It is the summary of all the evaluation data, including the formative evaluations, formal and informal observations, any artifacts produced by the evaluatee, and any other relevant data. A written summative evaluation report is given to the evaluatee at the summative evaluation conference.

**Teacher**    Any certified staff person who directly instructs students.

**Teacher Standards**    Ten performance standards based on the Experienced Teachers Standards adopted by the Educational Professional Standards Board (EPSB): 1) demonstrates professional leadership; 2) demonstrates knowledge of content; 3) designs/plans instruction; 4) creates/maintains learning climate; 5) implements/manages instruction; 6) assesses and communicates learning results; 7) reflects/evaluates teaching and learning; 8) collaborates with colleagues/parents/others; 9) engages in professional development; 10) demonstrates implementation of technology.

| | | |
|---|---|---|
| 1. | All certified employees are given an orientation to the Certified Evaluation Plan. | Within two weeks of start of school year |
| 2. | Evaluators notify employees to be evaluated. | Within two weeks of Start of school year |
| 3. | Evaluator holds pre-conference with evaluates. | 1-3 working days before formal observation |
| 4. | Evaluator conducts post-observation conference. Evaluatee and evaluator collaboratively review/revise professional growth plan. | Within five working days of the formal observation |
| 5. | Formal and informal observations are conducted. | September-May |
| 6. | Evaluator conducts summative evaluation and summative conferences as appropriate. | Non-tenured and Any tenured with a corrective action plan by April 15. All other tenured By May 15. Administrators by June 15. |

If requested by the teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided. The selection of the 3rd party observer shall, if possible, be through mutual agreement. A teacher who exercises this option shall do so, in writing to the evaluator, no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed on the 3rd party observer within 5 working days of the written request, the evaluator shall select the 3rd party observer. A written record showing that all certified employees received the orientation training on the evaluation process shall be kept by each principal.

Interns (teachers and principals) shall be evaluated according to the specific timeframes stipulated in the respective administrative regulations.

All evaluators shall keep an up-to-date *format for tracking evaluation.*

**Appeals Timeline**
Within five days of the summative evaluation conference, an evaluatee may appeal to the hearing appeals panel.
Within fifteen working days of receiving the appeals form, the hearing appeals panel shall make its recommendation to the District Superintendent. (In the case of appeals where the superintendent is the primary evaluator, the panel shall submit its recommendation to the Board.
The superintendent shall receive the panel's recommendation and shall take such action as permitted by law as he/she deems appropriate or necessary.
Within fifteen working days of the superintendent's receiving the panel's recommendation, an evaluatee may appeal to the Kentucky Board of Education.
At any stage of the appeals process, both parties are to receive all relevant documentation reasonably in advance of any decision-making.
Summative evaluations and any written response the evaluatee has to the evaluation shall be kept in the evaluatee's official personnel file.

The ten teacher standards developed by the Educational Professional Standards Board comprise the benchmarks of the evaluation instruments (observation forms, formative and summative evaluation forms) used in certified evaluation. The primary evaluator may ask for evidence of attainment of these standards or the evaluatee may wish to provide such evidence. Examples of evidence follow, but the list is not inclusive.

- ✓ Standard 1          Lesson plans, unit plans, observations, visitor sign-in sheets, student questionnaire
- ✓ Standard 2          Room set-up, discipline referrals
- ✓ Standard 3          Lesson plans, observations, small-large group
- ✓ Standard 4          Observations, lesson plans, tests and other assessments
- ✓ Standard 5          Posting of rules, observations, plans, discipline referrals
- ✓ Standard 6          Observations, scripting notes
- ✓ Standard 7          IPGP (Individual Professional Growth Plan), record of attendance at conferences, record of sharing information gathered at conferences with colleagues
- ✓ Standard 8          Record of committee attendance, observations, sign-in sheets
- ✓ Standard 9          Professional development record
- ✓ Standard 10        Use of e-mail, lab schedule, lesson plans, observations, use of software

Professional Growth and the IPGP
Professional growth is a continuous process and it should enhance a certified employee's strengths and correct his/her weaknesses. The IPGP will identify appropriate developmental activities that will lead to the individual's improvement and growth as an educator.
While the summative conferencing forms use the terms "meets," "growth needed," and "does not meet," it would be helpful for both the evaluator and evaluatee to think of a continuum of growth for the certified employee in each of the ten standards.
Orientation/Awareness

Preparation/Application

Implementation/Management

Refinement/Impact
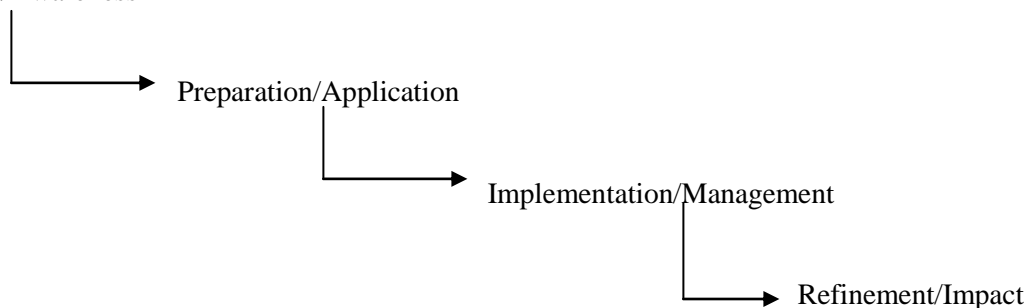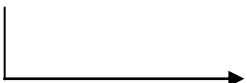
 Professional Growth and the Corrective Action Plan
When a certified employee does not meet any of the ten teacher standards, then the employee and his primary evaluator shall jointly develop a corrective action plan. The corrective action play shall be developed after any formative conference in which the evaluatee receives a "Does Not Meet" for a standard. It may be revised and/or updated at any time during the evaluation process. The primary evaluator shall monitor the evaluatee's implementation of the corrective action plan and report his conclusions to the evaluatee at every subsequent formative conference. If the deficiency is serious enough, the evaluator may opt to monitor the corrective action plan and report to the evaluatee more frequently. The evaluatee may request more frequent monitoring and sharing of feedback. Upon this written request, the primary evaluator shall, in cooperation with the evaluatee, determine a schedule for monitoring and feedback.

# Professional Growth and Evaluation Processes—Ballard County Schools

| Intern Teacher | New and Experience Teachers | |
| --- | --- | --- |
| Non-Tenured | Non-Tenured | Tenured |
| Less than one year | One through four years | More than four years |
| All certified employees shall be given an orientation to the Certified Evaluation Plan within two weeks of the start of school. All certified employees shall be made aware of all the evaluation criteria to be used in their evaluation no later than October 1. | | |
| **Formative Phase (Data collection)** | | |
| Initial Conference & Pre-conference(s) (Prior to each observation) | Pre-conference(s) (Prior to each observation) <br> 1. who observes; <br> 2. when observations are to occur; <br> 3. where; <br> 4. unit of study/lesson plan; <br> 5. other exchange of information. | Pre-conference(s) (Prior to each observation) |
| Formative Observations <br> 1. *Minimum of 3 per year when results are satisfactory. <br> 2. Prior to each formative conference. <br> 3. Use KTIP form. <br> *More observations **may** occur when results are unsatisfactory. | Formative Observations <br> 1. *Minimum of 2 per year when results are satisfactory. <br> 2. Prior to each formative conference. <br> *More observations **shall** occur when results are unsatisfactory. | Formative Observations <br> 1. *Minimum of 1 every three year period when results are satisfactory. <br> 2. Prior to each formative conference. <br> *Multiple observations **shall** occur when results are unsatisfactory. |
| Formative Conferences (Post) <br> 1. *Minimum of 3 per year. <br> 2. Intern/intern committee. <br> 3. Conference with intern follows observation. <br> 4. Open discussion of observation and feedback to teacher regarding performances, products. <br> 5. Discuss/establish/revise individual professional growth plan/activities. <br> 6. Written reports. <br> *More conferences **may** occur when observation results are unsatisfactory. | Formative Conferences (Post) <br> 1. *Minimum of 2 per year. <br> 2. Evaluator/evaluatee. <br> 3. Within one work week following each observation. <br> 4. Open discussion of observation and feedback to teacher regarding performances, products. <br> 5. Discuss/establish/revise individual professional growth plan/activities. <br> *More conferences **shall** occur when observation results are unsatisfactory. | Formative Conferences (Post) <br> 1. *Minimum of 1 every three year period when results are satisfactory. <br> 2. Evaluator/evaluatee. <br> 3. Within one work week of each observation. <br> 4. Open discussion of observation and feedback to teacher regarding performances, products. <br> 5. Discuss/establish/revise individual professional growth plan/activities. <br> *Multiple conferences **shall** occur when observation results are unsatisfactory. |
| **Summative Phase (Decision-making)** | | |
| Summative Conference (Post) <br> 1. Discussion between intern and intern committee. <br> 2. One time. <br> 3. Includes all data collected. <br> 4. Held at end of cycle. <br> 5. Completed written report provided to intern. <br> 6. Establish/revise individual professional growth plan. | Summative Conference (Post) <br> 1. Discussion between evaluator and evaluatee. <br> 2. Once each year. <br> 3. Includes all evaluation data collected. <br> 4. Held at end of cycle. <br> 5. Completed written report provided to evaluatee. <br> 6. Establish/revise individual professional growth plan. | Summative Conference (Post) <br> 1. Discussion between evaluator and evaluatee. <br> 2. Once every 3 year period. <br> 3. Includes all evaluation data collected. <br> 4. Held at end of cycle. <br> 5. Completed written report provided to evaluatee. <br> 6. Establish/revise individual professional growth plan. |
| Summative Evaluation <br> 1. One time. <br> 2. Summary/conclusions from all formal and informal evaluation data. <br> 3. Written report and decision. | Summative Evaluation <br> 1. Once each year. <br> 2. Summary/conclusions from all evaluation data (formative and summative) <br> 3. Written evaluation report. | Summative Evaluation <br> 1. Minimum of 1 every 3 year period. <br> 2. Summary/conclusions from all evaluation data (formative and summative) <br> 3. Written evaluation report. |
| District personnel files shall contain: <br> 1. Summative evaluation (completed form) per teacher at the end of the evaluation cycle. <br> 2. Individual professional growth plan per teacher/per evaluation cycle (reviewed annually). <br> 3. Intern records maintained according to KTIP 704 KAR 20:690. | | |
| This page serves as a guide. The Ballard County School District, its principals, or the intern committee may require more observations, conferences, or professional growth activities than stipulated in the above table. Specific timelines are designated on the timeline page and in the teacher internship regulation. | | |

All administrators shall be evaluated annually.

Provisions for the superintendent's professional growth shall be made available. The superintendent shall attain a minimum of 21 hours of instructional leadership credit every year.

**PRE-OBSERVATION FORM**                                    Ballard County Schools

*(To be completed by the teacher and observer before the classroom observation visit.)*

_____          _____
               Teacher                               Observer     *I*     Date Position       T

           School  _____    Date _____  Time _____

      Content Area/Grades_____ No. **Students** w/IEP's _____ No. of Students_____
                                                                                                                  .

*(To be completed by teacher and provided to the observer before the classroom observation.)*

Academic Expectations Targeted     _____  _____  _____  _____
Major Lesson Content or *(Unit Study)*

Assessment of Lesson or *(Culminating Performance)*

Special/unique situations or circumstances of which observer should be aware:

Other comments/concerns:

Professional Growth *(Area of Concentration)*

_____
  *Observee's Signature*           Date         *Observer's Signature*          Date

# Ballard County Schools Observation Instrument

This document is the summary of data collected for formative purposes. It is the result of observations, PD activities, portfolio entries/artifacts, lesson plans, units of study, products, etc. The evaluator will use the data on this form in completing the Summative Evaluation Form.

Evaluatee_____Content Area_____Grade_____

Evaluator_____Evaluator's Job Title_____

Date of Summative Conference_____School_____

| Standards | Performance/Product/Portfolio Ratings (More than one rating may be assigned.) | | | N/A |
|---|---|---|---|---|
| **1: Demonstrates Professional Leadership** | Meets | Growth Needed | Does Not Meet | **N/A** |
| 1.1 Builds positive relationships within and between school and community. | | | | |
| 1.2 Promotes leadership potential in colleagues. | | | | |
| 1.3 Participates in professional activities and organizations. | | | | |
| 1.4 Writes and speaks effectively. | | | | |
| 1.5 Contributes to the professional knowledge and expertise about teaching and learning. | | | | |
| 1.6 Guides the development of curriculum and instructional materials. | | | | |
| 1.7 Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally-related activities. | | | | |
| 1.8 Initiates and develops educational projects and programs. | | | | |
| 1.9 Practices effective listening, conflict resolution, and group facilitation skills as a team member. | | | | |
| 1.10 Demonstrates punctuality and good attendance for all duties. | | | | |
| 1.11 Adheres to school board policies and administrative procedures. | | | | |
| 1.12 Adheres to the state professional Code of Ethics. | | | | |
| Overall Rating for Summative Evaluation Form | | | | |

**Considerations for Professional Growth:**



**Data/Comments:**



| **2: Demonstrates Knowledge of Content** | Meets | Growth Needed | Does Not Meet | N/A |
|---|---|---|---|---|
| 2.1 Communicates a breadth of content knowledge across the discipline(s) to be taught. | | | | |
| 2.2 Communicates a current knowledge of discipline(s) taught. | | | | |
| 2.3 Demonstrates a general knowledge that allows for integration of ideas and information across the disciplines. | | | | |
| 2.4 Demonstrates an overall knowledge of one's disciples(s) that allows the teacher to teach to students' ability levels and learning styles. | | | | |
| 2.5 Connects content knowledge to real-world applications. | | | | |
| 2.6 Plans lessons and develops instructional material that reflect knowledge of current constructs and principles of the discipline(s) being taught. | | | | |
| 2.7 Analyzes sources of factual information for accuracy. | | | | |
| 2.8 Presents content in a manner that reflects sensitivity to a global and multicultural perspective. | | | | |
| 2.9 Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction. | | | | |
| Overall Rating for Summative Evaluation Form | | | | |

**Considerations for Professional Growth:**



**Data/Comments:**

| 3: Designs/Plans Instruction | Meets | Growth Needed | Does Not Meet | N/A |
|---|---|---|---|---|
| 3.1 Focuses instruction on one or more of Kentucky's learning goals and academic expectations. | | | | |
| 3.2 Develops instruction that requires students to apply knowledge, skills, and thinking processes. | | | | |
| 3.3 Integrates skills, thinking processes, and content across disciplines | | | | |
| 3.4 Creates and utilizes learning experiences that challenge, motivate and actively involve the learner. | | | | |
| 3.5 Creates and uses learning experiences that are developmentally appropriate for learners. | | | | |
| 3.6 Develops and incorporates strategies that address and show sensitivity to physical, social, and cultural differences. | | | | |
| 3.7 Arranges the physical classroom to support the types of teaching and learning that are to occur. | | | | |
| 3.8 Includes creative and appropriate use of technologies (audiovisual equipment, computers, lab equipment, etc.) to improve learning. | | | | |
| 3.9 Develops/implements appropriate assessment practices. | | | | |
| 3.10 Secures/uses variety of appropriate school and community resources to support learning. | | | | |
| 3.11 Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative. | | | | |
| 3.12 Uses knowledge acquired from past teaching experiences to anticipate instructional challenges. | | | | |
| Overall Rating for Summative Evaluation Form | | | | |

**Considerations for professional growth:**

**Data/Comments:**

| 4: Creates/Maintains Learning Climate | Meets | Growth Needed | Does Not Meet | N/A |
|---|---|---|---|---|
| 4.1 Communicates with and challenges students in a supportive manner and provides students with constructive feedback. | | | | |
| 4.2 Maintains positive classroom interaction by establishing appropriate expectations during group activities. | | | | |
| 4.3 Shows consistent sensitivity to individuals and responds to students objectively. 4.4 Shows flexibility and creativity in the development of classroom processes and instructional procedures. | | | | |
| 4.5 Locates and organizes materials and equipment to create an enriched multimedia environment. | | | | |
| 4.6 Encourages and supports individual and group inquiry. | | | | |
| 4.7 Uses a variety of classroom management techniques that foster individual responsibility and cooperation. | | | | |
| 4.8 Analyzes and changes the classroom to accommodate a variety of instructional strategies. | | | | |
| 4.9 Works with colleagues to develop an effective learning climate within the school. | | | | |
| Overall Rating for Summative Evaluation Form | | | | |

**Considerations for professional growth:**

**Data/Comments:**

| 5: Implements/Manages Instruction | Meets | Growth Needed | Does Not Meet | N/A |
|---|---|---|---|---|
| 5.1 Communicates specific goals and high expectations for learning. | | | | |
| 5.2 Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles. | | | | |
| 5.3 Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned. | | | | |
| 5.4 Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences. | | | | |
| 5.5 Provides opportunities for students to increase their knowledge of cultural similarities and differences. | | | | |
| 5.6 Stimulates students to reflect on their own and other's ideas. | | | | |

| | Meets | Growth Needed | Does Not Meet | N/A |
|---|---|---|---|---|
| 5.7 Uses appropriate questioning strategies to help students solve problems and think critically. | | | | |
| 5.8 Manages student examination of social issues relative to course content, possible responses, and associated consequences. | | | | |
| 5.9 Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction. | | | | |
| 5.10 Presents differing viewpoints when integrating knowledge and experiences across disciplines. | | | | |
| 5.11 Makes effective use of media and technologies. | | | | |
| 5.12 Makes efficient use of physical and human resources and time. | | | | |
| 5.13 Provides opportunities for students to use and practice what is learned. | | | | |
| 5.14 Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations. | | | | |
| Overall Rating for Summative Evaluation Form | | | | |

**Considerations for professional growth:**

**Data/Comments:**

| 6: Assesses and Communicates Learning Results | Meets | Growth Needed | Does Not Meet | N/A |
|---|---|---|---|---|
| 6.1 Selects and uses appropriate assessments. | | | | |
| 6.2 Provides for assessment processes that address social, cultural, and physical diversity. | | | | |
| 6.3 Assesses students using established criteria and scoring guides consistent with CATS. | | | | |
| 6.4 Provides opportunities for students to assess and improve their performance based on prior assessment results. | | | | |
| 6.5 Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate. | | | | |
| 6.6 Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students. | | | | |
| Overall Rating for Summative Evaluation Form | | | | |

**Considerations for professional growth:**

**Data/Comments:**

| 7: Reflects/Evaluates Teaching/Learning | Meets | Growth Needed | Does Not Meet | N/A |
|---|---|---|---|---|
| 7:1 Assesses and analyzes the effectiveness of instruction. | | | | |
| 7:2 Makes appropriate changes to instruction based upon feedback, reflection, and assessment results. | | | | |
| 7:3 Assesses programs and curricula; proposes appropriate recommendations and needed adjustments. | | | | |
| Overall Rating for Summative Evaluation Form | | | | |

**Considerations for professional growth:**

**Data/Comments:**

| 8: Collaborates with Colleagues/Parents/Others | Meets | Growth Needed | Does Not Meet | N/A |
|---|---|---|---|---|
| 8.1 Initiates collaboration with others and creates situations where collaboration with others will enhance student learning. | | | | |
| 8.2 Discusses with parents, students and others the purpose and scope of the collaborative effort. | | | | |
| 8.3 Articulates expectations for each collaborative event, e.g., time lines & responsibilities | | | | |
| 8.4 Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution. | | | | |
| 8.5 Secures/makes use of school/community resources that present differing viewpoints. | | | | |
| 8.6 Recognizes & responds appropriately to differences in abilities, contributions, and social and cultural backgrounds. | | | | |

| | | | | |
|---|---|---|---|---|
| 8.7 Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects. | | | | |
| 8.8 Analyzes previous collaborative experiences to improve future experiences. | | | | |
| 8.9 Assesses students' special needs and collaborates with school services and community agencies to meet those needs. | | | | |
| Overall Rating for Summative Form | | | | |

**Considerations for professional growth:**

**Data/Comments:**

| 9: Engages in Professional Development | Meets | Growth Needed | Does Not Meet | N/A |
|---|---|---|---|---|
| 9.1 Establishes priorities for professional growth. | | | | |
| 9.2 Analyzes student performance to help identify professional development needs. | | | | |
| 9.3 Solicits input from others in the creation of individual professional development plans. | | | | |
| 9.4 Applies to instruction the knowledge, skills, and processes acquired through professional development. | | | | |
| 9.5 Modifies own professional development plan to improve instructional performance and to promote student learning. | | | | |
| Overall Rating for Summative Form | Meets | Growth Needed | Does Not Meet | N/A |

**Considerations for professional growth:**

**Data/Comments:**

| 10: Demonstrates Implementation of Technology | | | | |
|---|---|---|---|---|
| 10.1 Operates a multimedia computer and peripherals to install and use a variety of software. | | | | |
| 10.2 Uses terminology related to computers and technology appropriately in written and verbal communication. | | | | |
| 10.3 Demonstrates knowledge of the use of technology in business, industry, and society. | | | | |
| 10.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations. | | | | |
| 10.5 Creates multimedia presentations using scanners, digital cameras, and video cameras. | | | | |
| 10.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and uses other emerging technologies to enhance professional productivity and support instruction. | | | | |
| 10.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction. | | | | |
| 10.8 Requests and uses appropriate assistive and adaptive devices for students with special needs. | | | | |
| 10.9 Designs lessons that use technology to address diverse student needs and learning styles. | | | | |
| 10.10 Practices equitable/legal use of computers and technology in professional activities. | | | | |
| 10.11 Facilitates the lifelong learning of self and others through the use of technology. | | | | |
| 10.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation. | | | | |
| 10.13 Applies research-based instructional practices that use computers and other technology. | | | | |
| 10.14 Uses computers and other technology for individual, small group, and large group learning activities. | | | | |
| 10.15 Uses technology to support multiple assessments of student learning. | | | | |
| 10.16 Instructs/supervises students in the ethical/legal use of technology. | | | | |
| Overall Rating for Summative Evaluation Form | | | | |

**Considerations for professional growth:**

| Data/Comments: |
| :--- |
| |
| |
| |

More than one column may be checked. For example, a person being evaluated could "meet" the performance criteria yet "need growth" in a refinement/enrichment phase of professional growth. Similarly, one could "not meet" the performance criteria and "need growth." If the "does not meet" cell is checked the "growth needed" cell must also be checked.

**Teacher signature _____ Evaluator's signature_____ Date:_____**

# Ballard County Schools Summative Conference Form

This document is the summary of data collected for formative purposes. It is the result of observations, PD activities, portfolio entries/artifacts, lesson plans, units of study, products, etc. The evaluator will use the data on this form in completing the Summative Evaluation Form.

Evaluatee_____Content Area_____Grade_____

Evaluator_____Evaluator's Job Title_____

Date of Summative Conference_____School_____

| Standards | Performance/Product/Portfolio Ratings (More than one rating may be assigned.) | | | N/A |
|---|---|---|---|---|
| **1: Demonstrates Professional Leadership** | Meets | Growth Needed | Does Not Meet | N/A |
| 1.1 Builds positive relationships within and between school and community. | | | | |
| 1.2 Promotes leadership potential in colleagues. | | | | |
| 1.3 Participates in professional activities and organizations. | | | | |
| 1.4 Writes and speaks effectively. | | | | |
| 1.5 Contributes to the professional knowledge and expertise about teaching and learning. | | | | |
| 1.6 Guides the development of curriculum and instructional materials. | | | | |
| 1.7 Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally-related activities. | | | | |
| 1.8 Initiates and develops educational projects and programs. | | | | |
| 1.9 Practices effective listening, conflict resolution, and group facilitation skills as a team member. | | | | |
| 1.10 Demonstrates punctuality and good attendance for all duties. | | | | |
| 1.11 Adheres to school board policies and administrative procedures. | | | | |
| 1.12 Adheres to the state professional Code of Ethics. | | | | |
| Overall Rating for Summative Evaluation Form | | | | |

**Considerations for Professional Growth:**

**Data/Comments:**

| **2: Demonstrates Knowledge of Content** | Meets | Growth Needed | Does Not Meet | N/A |
|---|---|---|---|---|
| 2.1 Communicates a breadth of content knowledge across the discipline(s) to be taught. | | | | |
| 2.2 Communicates a current knowledge of discipline(s) taught. | | | | |
| 2.3 Demonstrates a general knowledge that allows for integration of ideas and information across the disciplines. | | | | |
| 2.4 Demonstrates an overall knowledge of one's disciples(s) that allows the teacher to teach to students' ability levels and learning styles. | | | | |
| 2.5 Connects content knowledge to real-world applications. | | | | |
| 2.6 Plans lessons and develops instructional material that reflect knowledge of current constructs and principles of the discipline(s) being taught. | | | | |
| 2.7 Analyzes sources of factual information for accuracy. | | | | |
| 2.8 Presents content in a manner that reflects sensitivity to a global and multicultural perspective. | | | | |
| 2.9 Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction. | | | | |
| Overall Rating for Summative Evaluation Form | | | | |

**Considerations for Professional Growth:**

**Data/Comments:**

| 3: Designs/Plans Instruction | Meets | Growth Needed | Does Not Meet | N/A |
|---|---|---|---|---|
| 3.1 Focuses instruction on one or more of Kentucky's learning goals and academic expectations. | | | | |
| 3.2 Develops instruction that requires students to apply knowledge, skills, and thinking processes. | | | | |
| 3.3 Integrates skills, thinking processes, and content across disciplines | | | | |
| 3.4 Creates and utilizes learning experiences that challenge, motivate and actively involve the learner. | | | | |
| 3.5 Creates and uses learning experiences that are developmentally appropriate for learners. | | | | |
| 3.6 Develops and incorporates strategies that address and show sensitivity to physical, social, and cultural differences. | | | | |
| 3.7 Arranges the physical classroom to support the types of teaching and learning that are to occur. | | | | |
| 3.8 Includes creative and appropriate use of technologies (audiovisual equipment, computers, lab equipment, etc.) to improve learning. | | | | |
| 3.9 Develops/implements appropriate assessment practices. | | | | |
| 3.10 Secures/uses variety of appropriate school and community resources to support learning. | | | | |
| 3.11 Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative. | | | | |
| 3.12 Uses knowledge acquired from past teaching experiences to anticipate instructional challenges. | | | | |
| Overall Rating for Summative Evaluation Form | | | | |

**Considerations for professional growth:**

**Data/Comments:**

| 4: Creates/Maintains Learning Climate | Meets | Growth Needed | Does Not Meet | N/A |
|---|---|---|---|---|
| 4.1 Communicates with and challenges students in a supportive manner and provides students with constructive feedback. | | | | |
| 4.2 Maintains positive classroom interaction by establishing appropriate expectations during group activities. | | | | |
| 4.3 Shows consistent sensitivity to individuals and responds to students objectively. | | | | |
| 4.4 Shows flexibility and creativity in the development of classroom processes and instructional procedures. | | | | |
| 4.5 Locates and organizes materials and equipment to create an enriched multimedia environment. | | | | |
| 4.6 Encourages and supports individual and group inquiry. | | | | |
| 4.7 Uses a variety of classroom management techniques that foster individual responsibility and cooperation. | | | | |
| 4.8 Analyzes and changes the classroom to accommodate a variety of instructional strategies. | | | | |
| 4.9 Works with colleagues to develop an effective learning climate within the school. | | | | |
| Overall Rating for Summative Evaluation Form | | | | |

**Considerations for professional growth:**

**Data/Comments:**

| 5: Implements/Manages Instruction | Meets | Growth Needed | Does Not Meet | N/A |
|---|---|---|---|---|
| 5.1 Communicates specific goals and high expectations for learning. | | | | |
| 5.2 Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles. | | | | |
| 5.3 Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned. | | | | |

| | Meets | Growth Needed | Does Not Meet | N/A |
|---|---|---|---|---|
| 5.4 Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences. | | | | |
| 5.5 Provides opportunities for students to increase their knowledge of cultural similarities and differences. | | | | |
| 5.6 Stimulates students to reflect on their own and other's ideas. | | | | |
| 5.7 Uses appropriate questioning strategies to help students solve problems and think critically. | | | | |
| 5.8 Manages student examination of social issues relative to course content, possible responses, and associated consequences. | | | | |
| 5.9 Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction. | | | | |
| 5.10 Presents differing viewpoints when integrating knowledge and experiences across disciplines. | | | | |
| 5.11 Makes effective use of media and technologies. | | | | |
| 5.12 Makes efficient use of physical and human resources and time. | | | | |
| 5.13 Provides opportunities for students to use and practice what is learned. | | | | |
| 5.14 Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations. | | | | |
| Overall Rating for Summative Evaluation Form | | | | |

**Considerations for professional growth:**

**Data/Comments:**

| 6: Assesses and Communicates Learning Results | Meets | Growth Needed | Does Not Meet | N/A |
|---|---|---|---|---|
| 6.1 Selects and uses appropriate assessments. | | | | |
| 6.2 Provides for assessment processes that address social, cultural, and physical diversity. | | | | |
| 6.3 Assesses students using established criteria and scoring guides consistent with CATS. | | | | |
| 6.4 Provides opportunities for students to assess and improve their performance based on prior assessment results. | | | | |
| 6.5 Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate. | | | | |
| 6.6 Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students. | | | | |
| Overall Rating for Summative Evaluation Form | | | | |

**Considerations for professional growth:**

**Data/Comments:**

| 7: Reflects/Evaluates Teaching/Learning | Meets | Growth Needed | Does Not Meet | N/A |
|---|---|---|---|---|
| 7:1 Assesses and analyzes the effectiveness of instruction. | | | | |
| 7:2 Makes appropriate changes to instruction based upon feedback, reflection, and assessment results. | | | | |
| 7:3 Assesses programs and curricula; proposes appropriate recommendations and needed adjustments. | | | | |
| Overall Rating for Summative Evaluation Form | | | | |

**Considerations for professional growth:**

**Data/Comments:**

| 8: Collaborates with Colleagues/Parents/Others | Meets | Growth Needed | Does Not Meet | N/A |
|---|---|---|---|---|
| 8.1 Initiates collaboration with others and creates situations where collaboration with others will enhance student learning. | | | | |
| 8.2 Discusses with parents, students and others the purpose and scope of the collaborative effort. | | | | |

| | | | | |
|---|---|---|---|---|
| 8.3 Articulates expectations for each collaborative event, e.g., time lines & responsibilities | | | | |
| 8.4 Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution. | | | | |
| 8.5 Secures/makes use of school/community resources that present differing viewpoints. | | | | |
| 8.6 Recognizes & responds appropriately to differences in abilities, contributions, and social and cultural backgrounds. | | | | |
| 8.7 Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects. | | | | |
| 8.8 Analyzes previous collaborative experiences to improve future experiences. | | | | |
| 8.9 Assesses students' special needs and collaborates with school services and community agencies to meet those needs. | | | | |
| Overall Rating for Summative Form | | | | |

**Considerations for professional growth:**




**Data/Comments:**




| 9: Engages in Professional Development | Meets | Growth Needed | Does Not Meet | N/A |
|---|---|---|---|---|
| 9.1 Establishes priorities for professional growth. | | | | |
| 9.2 Analyzes student performance to help identify professional development needs. | | | | |
| 9.3 Solicits input from others in the creation of individual professional development plans. | | | | |
| 9.4 Applies to instruction the knowledge, skills, and processes acquired through professional development. | | | | |
| 9.5 Modifies own professional development plan to improve instructional performance and to promote student learning. | | | | |
| Overall Rating for Summative Form | Meets | Growth Needed | Does Not Meet | N/A |

**Considerations for professional growth:**




**Data/Comments:**




| 10: Demonstrates Implementation of Technology | | | | |
|---|---|---|---|---|
| 10.1 Operates a multimedia computer and peripherals to install and use a variety of software. | | | | |
| 10.2 Uses terminology related to computers and technology appropriately in written and verbal communication. | | | | |
| 10.3 Demonstrates knowledge of the use of technology in business, industry, and society. | | | | |
| 10.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations. | | | | |
| 10.5 Creates multimedia presentations using scanners, digital cameras, and video cameras. | | | | |
| 10.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and uses other emerging technologies to enhance professional productivity and support instruction. | | | | |
| 10.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction. | | | | |
| 10.8 Requests and uses appropriate assistive and adaptive devices for students with special needs. | | | | |
| 10.9 Designs lessons that use technology to address diverse student needs and learning styles. | | | | |
| 10.10 Practices equitable/legal use of computers and technology in professional activities. | | | | |
| 10.11 Facilitates the lifelong learning of self and others through the use of technology. | | | | |
| 10.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation. | | | | |
| 10.13 Applies research-based instructional practices that use computers and other technology. | | | | |
| 10.14 Uses computers and other technology for individual, small group, and large group learning activities. | | | | |
| 10.15 Uses technology to support multiple assessments of student learning. | | | | |
| 10.16 Instructs/supervises students in the ethical/legal use of technology. | | | | |
| Overall Rating for Summative Evaluation Form | | | | |

| Considerations for professional growth: |
|---|
| |
| **Data/Comments:** |
| |

More than one column may be checked. For example, a person being evaluated could "meet" the performance criteria yet "need growth" in a refinement/enrichment phase of professional growth. Similarly, one could "not meet" the performance criteria and "need growth." If the "does not meet" cell is checked the "growth needed" cell must also be checked.

**Teacher signature** _____ **Evaluator's signature**_____ **Date:**_____

Tenured     _____
Non-Tenured  _____

**Ballard County Schools**
**Summative Evaluation for Teachers**

This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, and other documentation.

| Evaluatee | Grade/Content Area |
|---|---|
| Evaluator | Evaluator Job Title |
| School | |
| Observation Dates    1$^{st}$    2$^{nd}$    3$^{rd}$    4$^{th}$ | |
| Conference Dates    1$^{st}$    2$^{nd}$    3$^{rd}$    4$^{th}$ | |

| **Teacher Standards:** | Meets | Does Not Meet | Individual Corrective Action Plan |
|---|---|---|---|
| 1. Demonstrates Professional Leadership | | ⟶ | |
| 2. Demonstrates Knowledge of Content | | ⟶ | |
| 3. Designs/Plans Instruction | | ⟶ | |
| 4. Creates/Maintains Learning Climate | | ⟶ | |
| 5. Implements/Manages Instruction | | ⟶ | |
| 6. Assesses and Communicates Learning Results | | ⟶ | |
| 7. Reflects/Evaluates Teaching/Learning | | ⟶ | |
| 8. Collaborates with Colleagues/Parents/Others | | ⟶ | |
| 9. Engages in Professional Development | | ⟶ | |
| 10. Demonstrates Implementation of Technology | | ⟶ | |
| **Overall Summative Rating** | | ⟶ | |

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard(s) checked below.

    1.___    2.___    3.___    4.___    5.___    6.___    7.___    8.___    9.___    10.___

Both the evaluator and the evaluatee are free to write any comments on the back of this sheet.
**To be signed after all information above (and on the back of this sheet) has been completed and discussed.**

Evaluatee:     _____  Agree with this Summative Evaluation     _____    _____
               _____  Disagree with this Summative Evaluation          Signature            Date

Evaluator                                                   _____    _____
                                                                  Signature            Date

The Ballard County Schools Certified Evaluation Plan contains provisions for an appeal process at both the local and state levels.

Employment Recommendation to Central Office:

_____ Meets teacher standards for re-employment

_____Does not meet teacher standards for re-employment

Certified employees must make their appeals to this summative evaluation with the time frames mandated in 704KAR 3:345 Sections 7, 8, 9 and the Ballard County Schools Certified Evaluation Plan.

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Library/Media Specialist_____     Date of Observation_____

Observer_____     Position_____

Unit of Study / Lesson_____     Grade(s) of Students_____

Time of Observation_____

Evaluation Description:
**M**eets          Meets the required criteria as established by board policy, statutes and regulations. May exceed the required criteria. If so, supportive comments are suggested.
**G**rowth Needed     Meets partially or fully some or all of the required criteria established by board policy, statutes and regulations. Supportive comments are required.
**D**oes Not Meet     Does not meet the required criteria as established by board policy, statutes and regulations. Supportive comments are required.

| I.  Library /Media Management     M          G          D | |
|---|---|
| Recognizes the critical role of information retrieval in the future of education. | Establishes and maintains an environment in which students and staff can work at productive levels |
| Manages student behavior in a constructive manner. | Demonstrates competency in selection, acquisition, circulation and maintenance of materials and equipment. |
| Prepares statistical records and reports needed to administer the library. | Trains/supervises library personnel to perform duties efficiently. |
| Administers budgets according to needs and objectives of the library within administrative guidelines. | Evaluates library programs, services, facilities and material to assure optimum use. |
| Uses time effectively, efficiently and professionally. | |
| Data/Comments: | |

| II. Instructional Process          M          G          D | |
|---|---|
| Exercises leadership and serves as a catalyst in the instructional program. | Plans and implements instruction in library/media center skills. |
| Promotes the development of reading skills and reading appreciation. | Supports classroom teachers in their instructional units. |
| Provides resources for professional growth of faculty and staff. | |
| Data/Comments: | |

| III. Interpersonal Relationships     M          G          D | |
|---|---|
| Demonstrates positive interpersonal relations with students. | Demonstrates positive interpersonal relations with faculty and staff. |
| Demonstrates positive interpersonal relations with parents. | Promotes and incorporates instructional strategies or management techniques that are fair and respect diversity and individual differences. |
| Data/Comments: | |

| IV. Professionalism          M          G          D | |
|---|---|
| Demonstrates a commitment to professional growth. | Follows the policies and procedures of the school district. |
| Assumes responsibilities outside the classroom as needed | Exhibits professionalism related to attendance and punctuality. |
| Adheres to Kentucky Professional Code of Ethics. | |
| Data/Comments: | |

| V. Implementation of Technology          M          G          D | |
|---|---|
| Operates a multimedia computer and peripherals to install and use a variety of software. | Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations. |
| Uses technology related to computers and technology appropriately in written and verbal communication. | Creates multimedia presentations using scanners, digital cameras, and video cameras. |

| | |
|---|---|
| Demonstrates knowledge of the use of technology in business, industry, and society. | Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, makes presentations, and uses other emerging technologies to enhance professional productivity and support instruction. |
| Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction. | Requests and uses appropriate assistive and adaptive devices for students with special needs. |
| Designs lessons that use technology to address diverse student needs and learning styles. | Practices equitable/legal use of computers and technology in professional activities. |
| Facilitates the lifelong learning of self and others through the use of technology. | Explores, uses, and evaluates technology resources: software, applications, and related documentation. |
| Applies research-based instructional practices that use computers and other technology. | Uses computers and other technology for individual, small group, and large group learning activities. |
| Uses technology to support multiple assessments of student learning. | Instructs/supervises students in the ethical/legal use of technology. |

Data/Comments:

**Notes/Summary**

The signatures below verify that the marking of each standard and the supporting evidence have been discussed with the Library / Media Specialist.

Observer's Signature_____          Date_____

Library/Media Specialist's Signature_____          Date_____

*This form can be used in addition to the Ballard County Certified Evaluation Plan Observation and Summative Evaluation instruments.

**Ballard County Schools**
**Observation Instrument**
**Counselor**

Counselor_____ Date of Observation_____

Observer_____ Position_____

Unit of Study/Lesson_____ Grade(s) of Students_____

Time of Observation_____

## Standards/Performance Criteria

**Standard 1:  Program Management, Research, and Evaluation**

The school counselor develops a process and procedure for planning, implementation, and evaluation of a comprehensive developmental program of guidance and counseling.  This program should be developed with faculty, staff, administrators, students, parents, school councils, school boards, and community members.  It is based on needs assessment, formative evaluation and summative evaluation.

| | |
|---|---|
| Defines needs and priorities. | Organize personnel, physical resources, and activities to accomplish needs, priorities and objectives specified by school plans. |
| Determines objectives. | Evaluate the program to assure its contribution to the school's mission and goals. |
| Communicate with the stakeholders, including school councils, about the design, importance, and effectiveness of the program. | Use information systems and technology. |

**Standard 1 Considerations for Professional Growth Plan:**

Data/Comments:



**Standard 2:  Developmental Guidance Curriculum**

The school counselor provides a developmental, preventive guidance program to all students within the school.  This proactive program promotes the mental health necessary for academic success, self-sufficiency and responsible group membership.

| | |
|---|---|
| Assess the developmental need of students. | Guide individuals and groups of students through the development of educational and career plans. |
| Address academic expectations and school-to-work initiatives | Provide guidance for maximizing personal growth and development. |
| Prepare students for successful transitions. | Teach the school developmental guidance curriculum. |
| Evaluate the results of the curriculum's impact. | Assist teachers in the teaching of the guidance curriculum. |
| Modify the curriculum as needed to continually meet the needs of students. | |

**Standard 2 Considerations for Professional Growth Plan:**

Data/Comments:

---

## Standard 3: Individual/Small Group Counseling
The school counselor uses short term individual counseling and structured as well as unstructured small group counseling to address mental, physical, and emotional barriers to learning and to help each child learn at high levels.

| | |
|---|---|
| Provide a safe, confidential setting in which students present their needs and concerns. | Utilize assessment tools, individual planning skills, and counseling to facilitate informed choices (aptitude, interest, learning styles, academics, and careers). |
| Promote wellness. | Intervene in problem/conflict situations and conduct follow-up sessions. |
| Respond to crises. | Respect and nurture the uniqueness of each student. |
| Communicate empathy and understanding. | Mediate classroom and student conflict. |
| Utilize a broad range of techniques and accepted theories appropriate to school counseling. | Empower students to develop and use their resources. |

**Standard 3 Considerations for Professional Growth Plan:**

Data/Comments:

---

## Standard 4: Consultation/Collaboration
The school counselor functions in a cooperative process to assist others to effectively meet the needs of students. Through consultations the school counselor advocates for students.

| | |
|---|---|
| Consult with parents, faculty, staff, administrators, and others to enhance their work with students. | Interact with school councils, school boards, Family Resource Center / Youth Service Center Advisory Councils, and/or school committees. |
| Interpret relevant information concerning the developmental needs of students. | Facilitate successful communication between and among teachers, parents, teacher and students. |
| Reduce barriers to student learning through direct referred services. | Work with teachers and administrators relevant to behavior management to promote and support intervention strategies. |
| Facilitate new student integration into the school environment. | Consult with external community and professional resources. |
| Work with teachers to provide support for students in a crisis situation. | |

**Standard 4 Considerations for Professional Growth Plan:**

Data/Comments:

---

## Standard 5: Coordination
The school counselor functions as a coordinator in bringing together people and resources in the school, the community, and the district for the fullest academic, career, personal, and social development of the students.

| | |
|---|---|
| Coordinate with school and community personnel, including school councils, to provide resources for students | Maintain cooperative working relationships with community resources. |

| | |
|---|---|
| Use an effective referral process for assisting students and others to use special programs and services. | Facilitate successful transition from one level of education to the next, (i.e. elementary to middle.). |
| Identify community agencies for referral of students. | |

**Standard 5 Considerations for Professional Growth Plan:**

Data/Comments:

---

## Standard 6:  Assessment

The school counselor collaborates with other school and district staff to design and coordinate a testing program that helps students identify their abilities, aptitudes, achievements, and interests.

| | |
|---|---|
| Participate in the planning and evaluation of the district/school testing program. | Use assessment results and other sources of student data in formulating student career/graduation plans. |
| Assess, interpret and communicate learning results to students, faculty, parents, and community with respect to aptitude, achievement, interests, temperaments and learning styles. | Coordinate student records to ensure the confidentiality of assessment data. |
| Collaborate with staff concerning assessment of special needs students. | Provide orientation sessions for faculty, students, and parents regarding the assessment program. |

**Standard 6 Considerations for Professional Growth Plan:**

Data/Comments:

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## Standard 7:  Adheres to Professional Standards

The school counselor is a professional who acts within legal and ethical guidelines to accomplish educational purposes.

| | |
|---|---|
| Adhere to professional codes of ethics of the American Counseling Association, American School Counseling Association, and the Code of Ethics adopted by the Kentucky Education Professional Standards Board. | Act in a role that clearly distinguishes him or her from any professional who administers disciplinary action. |
| Adhere to federal/state laws and regulations related to education and child protection. | Be knowledgeable of the position statements of the American School Counselor Association |
| Be responsible for the on-going professional development | Identify activities that would be in conflict with the primary role of the school counselor and to advocate for the best practices of the profession. |
| Be responsible for attendance and punctuality. | |

**Standard 7 Considerations for Professional Growth Plan:**

Data/Comments:

**Standard 8:  Demonstrates Professional Leadership**

The school counselor provides professional leadership within the school, community, and education profession to improve student learning and well-being.

| | |
|---|---|
| Build positive relationships within and between school and community. | Initiates and develops educational projects and programs. |
| Promote leadership potential in colleagues. | Practice effective listening, conflict resolution, and group-facilitation skills as a team member. |
| Participate in professional organizations and activities. | Present programs in a manner that reflects sensitivity to a multicultural and global perspective. |
| Write and speak effectively | Write for publication, present at conferences and provide professional development. |
| Guides the development of curriculum and instructional materials. | Work with colleagues to administer an effective learning climate within the school. |
| Participate in policy design and development of the local school, within professional organizations, and/or within community organizations with educationally related activities. | |

**Standard 8 Considerations for Professional Growth Plan:**

Data/Comments:

---

**Standard 9:  Engages in Professional Development**

The school counselor evaluates his or her own overall performance in relation to Kentucky's learning goals and implements a professional development plan.

| | |
|---|---|
| Establish priorities for professional growth. | Implement knowledge and skills acquired through on-going professional development. |
| Analyze student performance to help identify professional development needs. | Modify own professional development plan to improve performance and to promote student learning. |
| Solicit input from others in the creation of individual professional development needs. | |

**Standard 9 Considerations for Professional Growth Plan:**

Data/Comments:

---

**Standard 10: Demonstrates Implementation of Technology**

| | |
|---|---|
| Operates a multimedia computer and peripherals to install and use a variety of software. | Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations. |
| Uses technology related to computers and technology appropriately in written and verbal communication. | Creates multimedia presentations using scanners, digital cameras, and video cameras. |
| Demonstrates knowledge of the use of technology in business, industry, and society. | Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, makes presentations, and uses other emerging technologies to enhance professional productivity and support instruction. |

| | |
|---|---|
| Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction. | Requests and uses appropriate assistive and adaptive devices for students with special needs. |
| Designs lessons that use technology to address diverse student needs and learning styles. | Practices equitable/legal use of computers and technology in professional activities. |
| Facilitates the lifelong learning of self and others through the use of technology. | Explores, uses, and evaluates technology resources: software, applications, and related documentation. |
| Applies research-based instructional practices that use computers and other technology. | Uses computers and other technology for individual, small group, and large group learning activities. |
| Uses technology to support multiple assessments of student learning. | Instructs/supervises students in the ethical/legal use of technology. |
| Data/Comments: | |

**NOTES/SUMMARY**

The signatures below verify that the marking of each standard and the supporting evidence have been discussed

with the Teacher.

**Observer's Signature**_____ **Date**_____

**Counselor's Signature**_____ **Date**_____

# Ballard County Schools Speech Pathologist Formative Instrument

This document is the summary of data collected for formative purposes. It is the result of observations, PD activities, portfolio entries/artifacts, lesson plans, units of study, products, etc. The evaluator will use the data on this form in completing the Summative Evaluation Form.

Speech Pathologist_____ Administrator_____

Date of Summative Conference_____School_____

| Standards | Performance/Product/Portfolio Ratings (More than one rating may be assigned.) | | | N/A |
|---|---|---|---|---|
| **1: Crates and Maintains Learning Climate** | Meets | Growth Needed | Does Not Meet | N/A |
| 1.1 Interaction with students is supportive and positive, reflects warmth, caring, and reciprocal respect. Students are valued for who they are, regardless of developmental or cultural norms. | | | | |
| 1.2 Establishes procedures that promote student self-reliance and self-discipline: creatively uses natural consequences. | | | | |
| Overall Rating for Summative Evaluation Form | | | | |

**Considerations for Professional Growth:**



**Data/Comments:**



| | | | | |
|---|---|---|---|---|
| **2: Demonstrates Organizational Skills** | Meets | Growth Needed | Does Not Meet | N/A |
| 2.1 The SLP independently prioritizes activities, schedules, contacts, meetings, and therapy sessions. SLP completes necessary paperwork, establishes and documents professional contacts in a timely manner. | | | | |
| 2.2 SLP demonstrates appropriate preparation and planning for meetings, and/or student assessment and therapy sessions. SLP is able to judge the effectiveness of sessions and generate ideas for improvement. | | | | |
| 2.3 SLP independently develops and implements a program of periodic monitoring of student's communicative functioning and interprets data accurately. SLP uses this information to modify treatment plans, strategies, materials, and/or instrumentation to meet the needs of the student. | | | | |
| Overall Rating for Summative Evaluation Form | | | | |

**Considerations for Professional Growth:**



**Data/Comments:**



| | | | | |
|---|---|---|---|---|
| **3: Demonstrates Coordinating/Collaborative Functions** | Meets | Growth Needed | Does Not Meet | N/A |
| 3.1 SLP appropriately identifies the need to consult or collaborate with other professionals regarding case management activities. SLP listens carefully to input from others, makes appropriate decisions based on shared information and usually participates in activities and contributes information that promotes mutual problem solving. | | | | |
| Overall Rating for Summative Evaluation Form | | | | |

**Considerations for professional growth:**



**Data/Comments:**

| 4: Exhibits Ability to Communicate Effectively in IEP Meetings | Meets | Growth Needed | Does Not Meet | N/A |
|---|---|---|---|---|
| 4.1 SLP presents information accurately, logically, and concisely. Oral communication is appropriate and phrasing consistent with the semantic competence of the audience. SLP always includes information that is accurate and/or complete. SLP listens to students, parents, and other professionals. | | | | |
| Overall Rating for Summative Evaluation Form | | | | |

**Considerations for professional growth:**




**Data/Comments:**




| 5: Completes Evaluations and Assessments | Meets | Growth Needed | Does Not Meet | N/A |
|---|---|---|---|---|
| 5.1 SLP accurately collects case history and/or referral information. SLP independently selects an adequate evaluation/assessment battery. SLP administers the battery and consistently scores tests accurately. | | | | |
| 5.2 SLP independently interprets and integrates test results and behavioral observations to define the student's communicative functioning. SLP develops diagnostics impressions and makes basic recommendations that are consistent with evaluation results. Reports are written in a timely fashion and rarely include grammatical errors. | | | | |
| Overall Rating for Summative Evaluation Form | | | | |

**Considerations for professional growth:**




**Data/Comments:**




| 6: Demonstrates Compliance Monitoring | Meets | Growth Needed | Does Not Meet | N/A |
|---|---|---|---|---|
| 6.1 IEPs are always complete including measurable goals and objectives. Also, the criteria, evaluation, procedures and schedules are included. | | | | |
| Overall Rating for Summative Evaluation Form | | | | |

**Considerations for professional growth:**




**Data/Comments:**




| 7: Implements Treatment/Intervention Therapy | Meets | Growth Needed | Does Not Meet | N/A |
|---|---|---|---|---|
| 7:1 SLP independently establishes a treatment plan appropriate for the student. The treatment plan includes long-term goals and objectives that are measurable and logical. SLP generally explores alternative service delivery options. SLP effectively implements planned procedures. | | | | |
| 7:2 SLP independently select/develop and implement intervention strategies relevant to the communication disorder and the unique characteristics of the student. SLP adjusts intervention procedures, strategies, materials, and/or instrumentation to accommodate specific student needs. | | | | |
| Overall Rating for Summative Evaluation Form | | | | |

**Considerations for professional growth**:




**Data/Comments:**




| 8: Demonstrates Professionalism | Meets | Growth Needed | Does Not Meet | N/A |
|---|---|---|---|---|
| 8.1 SLP demonstrates working knowledge and models high level of professional ethics and attempts to incorporate best practices in daily activities. SLP maintains a professional | | | | |

| | | | | |
|---|---|---|---|---|
| standard of integrity and confidentiality of student information. SLP has satisfactory working relationships with others. | | | | |
| 8.2 SLP demonstrates informed knowledge and understanding of special education laws and procedures and refers to state and district guidelines. SLP independently makes service eligibility decisions, complies with administrative and other regulatory policy requirements, and seeks assistance when necessary. Most information is provided in an accurate and timely manner. | | | | |
| 8.3 SLP may be a member of ASHA and strives to be current on new research through reading and/or conference and in-service attendance. SLP demonstrates responsibility for improvement of professional skills. | | | | |
| Overall Rating for Summative Form | | | | |
| **Considerations for professional growth:** | | | | |
| **Data/Comments:** | | | | |

More than one column may be checked. For example, a person being evaluated could "meet" the performance criteria yet "need growth" in a refinement/enrichment phase of professional growth. Similarly, one could "not meet" the performance criteria and "need growth." If the "does not meet" cell is checked the "growth needed" cell must also be checked.

Teacher signature _____ Evaluator's signature_____ Date:_____

Name: _____     Date: _____     School Year: _____

| Standard Number | Present PG Stage | Goal(s)/Growth Objective(s) (Describe desired outcomes.) | Procedures and Activities for Achieving Goals and Objectives (Including Support Personnel) | Target Dates and Appraisal Method |
|---|---|---|---|---|
| | | | | |
| | | | **(Attach more pages if necessary.)** | |

Employee's Comments:


Supervisor's Comments:


| Individual Corrective Action Plan Developed: | Status:   ___Achieved;   ___Revised;   ___Continued |
|---|---|
| Employee's Signature_____ Date_____ | Employee's Signature_____ Date_____ |
| Supervisor's Signature_____ Date_____ | Supervisor's Signature_____ _____ Date_____ |

Professional Growth Plan Stages: O/A=Orientation/Awareness; P/A=Preparation/Application; I/M=Implementation/Management; R/I=Refinement/Impact

# Ballard County Schools
## Individual Professional Growth Plan

Name: _____  Date: _____  School Year: _____

Identified School/District Improvement Plan Goal and/or Objective: _____

| Present Professional Development Stage | Growth Goal(s)/Objective(s) (Individual Growth Plan must align with specific goals and objectives of school/district improvement plan.) | Procedures and Activities for Achieving Goal(s)/Objective(s) | Expected Impact | Target Dates for Completion/Review |
|---|---|---|---|---|
| | | | | |

Employee's Comments:


Supervisor's Comments:

| Individual Growth Plan Developed: | Annual Review:   ___Achieved;   ___Revised;   ___Continued |
|---|---|
| Employee's Signature_____ Date_____ | Employee's Signature_____ Date_____ |
| Supervisor's Signature_____ Date_____ | Supervisor's Signature_____ Date_____ |

# Ballard County Schools
# Evaluation Appeals Hearing Request Form

I, _____, have been evaluated

By _____ during this current

school year evaluation cycle. My disagreement with the findings of the summative

evaluation has been thoroughly discussed with my evaluator.

I respectfully request the Ballard County School District Evaluation Appeals Panel to

hear my appeal.

My appeal challenges the summative findings on:

_____ substance

_____ procedure

_____ both substance and procedure.

The date of the summative conference was _____.

The date the evaluator was notified of intent to appeal was _____.

Signature _____ Date _____

**This form shall be presented in person or by mail to any member of the Ballard
County School District Evaluation Appeals Panel. The time (or exact number of
working days after the completion of the summative conference) is stipulated in the
Ballard County Certified Evaluation Plan.
Order of Appeal Process: 1)Hearing Appeals Panel; 2)Superintendent (if the Superintendent is the
evaluator, the appeal is to the Board; 3)Kentucky Board of Education.**

# Ballard County Schools
# Data Collection Summary
# Administrators

Observee_____Position_____

Observer_____Position_____

Observation Information:     Date_____Time_____

Activity Observed_____

Product Critiqued_____

| **Standard 1: Vision**     The administrator facilitates processes and engages in activities assuring that: | |
|---|---|
| 1.1 The vision and mission of the school are effectively communicated to staff, parents, students and community. | 1.9 An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated. |
| 1.2 The vision and mission are communicated through the use of symbols, ceremonies, stories and similar activities. | 1.10 Assessment data related to student learning is used in developing school vision and goals. |
| 1.3 The core beliefs of the school vision are modeled for all stakeholders. | 1.11 Relevant demographic data pertaining to students and their families are used in developing the school mission and goals. |
| 1.4 The vision is developed with and among stakeholders. | 1.12 Barriers to achieving the vision are identified, clarified, and addressed. |
| 1.5 The contributions of school community members to the realization of the vision are recognized and celebrated. | 1.13 Needed resources are sought and obtained to support the implementation of the school mission and goals. |
| 1.6 Progress toward the vision and mission is communicated to all stakeholders. | 1.14 Existing resources are used in support of the school vision and goals. |
| 1.7 The school community is involved in school improvement efforts. | 1.15 The vision and implementation plans are regularly monitored, evaluated and revised. |
| 1.8 The vision shapes the educational programs, plans and actions. | |
| Standard 1 Considerations for Professional Growth | |
| Data/Comments: | |

| **Standard 2: School Culture & Learning**     The administrator facilitates processes and engages in activities ensuring that: | |
|---|---|
| 2.1 All individuals are treated with fairness, dignity and respect. | 2.11 Multiple opportunities to learn are available to all students. |
| 2.2 Professional development promotes a focus on student learning consistent with the school vision and goals. | 2.12 The school is organized and aligned for success. |
| 2.3 Students and staff feel valued and important. | 2.13 Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated and refined. |
| 2.4 The responsibilities and contributions of each individual are acknowledged. | 2.14 Curricular decisions are based on research, expertise of teachers, and the recommendations of learned societies. |
| 2.5 Barriers to student learning are identified, clarified and addressed. | 2.15 The school culture and climate are assessed on a regular basis. |

| | |
|---|---|
| 2.6 Diversity is considered in developing learning experiences. | 2.16 A variety of information sources is used in decision-making. |
| 2.7 Lifelong learning is encouraged and modeled. | 2.17 Student learning is assessed using a variety of techniques. |
| 2.8 There is a culture of high expectations for self, student and staff performance. | 2.18 Multiple sources of information regarding performance are used by staff and students. |
| 2.9 Technologies are used in teaching and learning | 2.19 A variety of supervisory and evaluation models is employed. |
| 2.10 Student and staff accomplishments are recognized and celebrated. | 2.20 Pupil personnel programs are developed to meet the needs of students and their families. |
| Standard 2 Considerations for Professional Growth Plan | |
| Data/Comments: | |

| Standard 3: Management    The administrator facilitates processes and engages in activities ensuring that: | |
|---|---|
| 3.1 Knowledge of teaching, learning and student development is used to inform management decisions. | 3.13 Stakeholders are involved in decisions affecting school. |
| 3.2 Operational procedures are designed /managed to maximize opportunities for successful learning. | 3.14 Responsibility is shared to maximize ownership and accountability. |
| 3.3 Emerging trends are recognized, studied and applied as appropriate. | 3.15 Effective problem-framing and problem-solving skills are used. |
| 3.4 operational plans/procedures aimed at achieving the vision and goals are in place. | 3.16 Effective conflict resolution skills are used. |
| 3.5 Contractual (and collective bargaining) agreements related to the school are effectively managed. | 3.17 Effective group-process and consensus-building skills are used. |
| 3.6 School plant, equipment and support systems operate safely, efficiently and effectively. | 3.18 Effective communication skills are used. |
| 3.7 Time is managed to maximize attainment of organizational goals. | 3.19 There is effective use of technology to manage school operations. |
| 3.8 Potential problems/opportunities are identified. | 3.20 Fiscal resources of the school are managed responsibly, efficiently and effectively. |
| 3.9 Problems are confronted/resolved in a timely manner. | 3.21 Safe, clean and aesthetically pleasing school environment is created and maintained. |
| 3.10 Financial, human and material resources are aligned to the school's goals. | 3.22 The human resources function supports the attainment of school goals. |
| 3.11 The school acts entrepreneurially to support continuous improvement. | 3.23 Confidentiality and privacy of school records are maintained. |
| 3.12 Organizational systems are regularly monitored and modified as needed. | |
| Standard 3 Considerations for Professional Growth Plan: | |
| Data/Comments: | |

| **Standard 4: Collaboration**   The administrator facilitates processes and engages in activities ensuring that: | |
| --- | --- |
| 4.1 High visibility, active involvement, and communication with the larger community is a priority. | 4.9 Community youth family services are integrated with school programs. |
| 4.2 Relationships with community leaders are identified/nurtured. | 4.10 Community stakeholders are treated equitably. |
| 4.3 Information about family and community concerns, expectations and needs is regularly used. | 4.11 Diversity is recognized and valued. |
| 4.4 There is outreach to different business, religious, political and service agencies and organizations. | 4.12 Effective media relations are developed and maintained. |
| 4.5 Credence is given to individuals and groups whose values and opinions may conflict. | 4.13 Comprehensive program of community relations is established. |
| 4.6 The school and community serve one another as resources. | 4.14 Public resources and funds are used appropriately and wisely. |
| 4.7 Available community resources are secured to help the school solve problems and achieve goals. | 4.15 Community collaboration is modeled for staff. |
| 4.8 Partnerships are established with area businesses, institutions of higher education and community groups to strengthen programs and support school goals. | 4.16 Opportunities for staff to develop collaborative skills are provided. |
| Standard 4 Considerations for Professional Growth Plan: | |
| Data/Comments: | |

| **Standard 5: Integrity, Fairness, Ethics**   The administrator facilitates processes and engages in activities ensuring that: | |
| --- | --- |
| 5.1 Examines personal and professional values. | 5.9 Protects the rights & confidentiality of students & staff. |
| 5.2 Demonstrates a personal and professional code of ethics. | 5.10 Demonstrates appreciation for and sensitivity to the diversity in the school community. |
| 5.3 Demonstrates beliefs, values and attitudes that inspire others to higher levels of performance. | 5.11 Recognizes and respects the legitimate authority of others. |
| 5.4 Serves as a role model. | 5.12 Examines/considers the prevailing values of the diverse school community. |
| 5.5 Accepts responsibility for school operations. | 5.13 Expects that others in the school community will demonstrate integrity and exercise ethical behavior. |
| 5.6 Considers the impact of one's administrative practices on others. | 5.14 Opens the school to public scrutiny. |
| 5.7 Uses the influence of the office to enhance the educational program rather than for personal gain. | 5.15 Fulfills legal and contractual obligations. |
| 5.8 Treats people fairly, equitably and with dignity and respect. | 5.16 Applies laws and procedures fairly, wisely and considerately. |
| Standard 5 Considerations for Professional Growth Plan: | |
| Data/Comments: | |

| Standard 6: Political, Economic, Legal The administrator facilitates processes and engages in activities ensuring that: | |
|---|---|
| 6.1 The environment in which the school operates is influenced on behalf of students and their families. | 6.4 The school community works within the framework of policies, laws and regulations enacted by local, state and federal authorities. |
| 6.2 Communication occurs in the school community concerning trends, issues and potential changes in the environment in which the school operates. | 6.5 Public policy is shaped to provide quality education for students. |
| 6.3 There is ongoing dialogue with representatives of diverse community groups. | 6.6 Lines of communication are developed with decision makers outside the school community. |
| Standard 6 Considerations for Professional Growth Plan: | |
| Data/Comments: | |

# Ballard County Schools
## Summative Evaluation for Administrators

| Evaluatee | Position |
|---|---|
| Evaluator | Position |
| School Work Site | |

| Dates of Observations | 1<sup>st</sup> | 2<sup>nd</sup> | 3<sup>rd</sup> | 4<sup>th</sup> |
|---|---|---|---|---|
| Dates of Conferences | 1<sup>st</sup> | 2<sup>nd</sup> | 3<sup>rd</sup> | 4<sup>th</sup> |

| Administrator Standards | Meets | Does Not Meet | Individual Corrective Action Plan |
|---|---|---|---|
| 1. Vision | | → | |
| 2. School Culture and Learning | | → | |
| 3. Management | | → | |
| 4. Collaboration | | → | |
| 5. Integrity, Fairness, Ethics | | → | |
| 6. Political, Economic, Legal | | → | |
| Overall Rating | | → | |

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard checked below.
1._____   2._____   3._____   4._____   5._____   6._____

Evaluatee Comments:

Evaluator Comments:

**To be signed after all information has been completed and discussed:**

Evaluatee        ___Agree with this summative evaluation    _____
                                                                                    Signature          Date

                ___Disagree with summative evaluation      _____
                                                                                    Signature          Date

Opportunities for appeal processes at both local and state levels are part of the Ballard County Schools Certified Evaluation Plan.

**Employment Recommendation to Central Office:**
_____  **Meets administrator standards for re-employment.**

_____  **Does not meet administrator standards for re-employment.**

Certified employees must make their appeals to this summative evaluation within the time frames mandated by 704 KAR 3:345 Sections 7,8,9 and the Ballard County Schools Certified Evaluation Plan.

# Ballard County Schools
## Administrator Summative Conferencing Form

| Standard 1: Vision | Meets | Growth Needed | Does Not Meet | PG Activities Discussed |
|---|---|---|---|---|
| 1.1 The vision and mission of the school are effectively communicated to staff, parents, students and community. | | | | |
| 1.2 The vision and mission are communicated through the use of symbols, ceremonies, stories and similar activities. | | | | |
| 1.3 The core beliefs of the school vision are modeled for all stakeholders. | | | | |
| 1.4 The vision is developed with and among stakeholders. | | | | |
| 1.5 The contributions of school community members to the realization of the vision are recognized and celebrated. | | | | |
| 1.6 Progress toward the vision and mission is communicated to all stakeholders. | | | | |
| 1.7 The school community is involved in school improvement efforts. | | | | |
| 1.8 The vision shapes the educational programs, plans and actions. | | | | |
| 1.9 An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated. | | | | |
| 1.10 Assessment data related to student learning is used in developing school vision and goals. | | | | |
| 1.11 Relevant demographic data pertaining to students and their families are used in developing the school mission and goals. | | | | |
| 1.12 Barriers to achieving the vision are identified, clarified, and addressed. | | | | |
| 1.13 Needed resources are sought and obtained to support the implementation of the school mission and goals. | | | | |
| 1.14 Existing resources are used in support of the school vision and goals. | | | | |
| 1.15 The vision and implementation plans are regularly monitored, evaluated and revised. | | | | |
| Overall Rating for Summative Evaluation Form | | | | |

| Standard 2: School Culture & Learning | Meets | Growth Needed | Does Not Meet | PG Activities Discussed |
|---|---|---|---|---|
| 2.1 All individuals are treated with fairness, dignity and respect. | | | | |
| 2.2 Professional development promotes a focus on student learning consistent with the school vision and goals. | | | | |
| 2.3 Students and staff feel valued and important. | | | | |
| 2.4 The responsibilities and contributions of each individual are acknowledged. | | | | |
| 2.5 Barriers to student learning are identified, clarified and addressed. | | | | |
| 2.6 Diversity is considered in developing learning experiences. | | | | |
| 2.7 Life long learning is encouraged and modeled. | | | | |
| 2.8 There is a culture of high expectations for self, student and staff performance. | | | | |

| | Meets | Growth Needed | Does Not Meet | PG Activities Discussed |
|---|---|---|---|---|
| 2.9 Technologies are used in teaching and learning | | | | |
| 2.10 Student and staff accomplishments are recognized and celebrated. | | | | |
| 2.11 Multiple opportunities to learn are available to all students. | | | | |
| 2.12 The school is organized and aligned for success. | | | | |
| 2.13 Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated and refined. | | | | |
| 2.14 Curricular decisions are based on research, expertise of teachers, and the recommendations of learned societies. | | | | |
| 2.15 The school culture and climate are assessed on a regular basis. | | | | |
| 2.16 A variety of information sources is used in decision-making. | | | | |
| 2.17 Student learning is assessed using a variety of techniques. | | | | |
| 2.18 Multiple sources of information regarding performance are used by staff and students. | | | | |
| 2.19 A variety of supervisory and evaluation models is employed. | | | | |
| 2.20 Pupil personnel programs are developed to meet the needs of students and their families. | | | | |

| Standard 3: Management | Meets | Growth Needed | Does Not Meet | PG Activities Discussed |
|---|---|---|---|---|
| 3.1 Knowledge of teaching, learning and student development is used to inform management decisions. | | | | |
| 3.2 Operational procedures are designed /managed to maximize opportunities for successful learning. | | | | |
| 3.3 Emerging trends are recognized, studied and applied as appropriate. | | | | |
| 3.4 operational plans/procedures aimed at achieving the vision and goals are in place. | | | | |
| 3.5 Contractual (and collective bargaining) agreements related to the school are effectively managed. | | | | |
| 3.6 School plant, equipment and support systems operate safely, efficiently and effectively. | | | | |
| 3.7 Time is managed to maximize attainment of organizational goals. | | | | |
| 3.8 Potential problems/opportunities are identified. | | | | |
| 3.9 Problems are confronted/resolved in a timely manner. | | | | |
| 3.10 Financial, human and material resources are aligned to the school's goals. | | | | |
| 3.11 The school acts entrepreneurially to support continuous improvement. | | | | |
| 3.12 Organizational systems are regularly monitored and modified as needed. | | | | |
| 3.13 Stakeholders are involved in decisions affecting school. | | | | |
| 3.14 Responsibility is shared to maximize ownership and accountability. | | | | |
| 3.15 Effective problem-framing and problem-solving skills are used. | | | | |
| 3.16 Effective conflict resolution skills are used. | | | | |
| 3.17 Effective group-process and consensus-building skills are used. | | | | |
| 3.18 Effective communication skills are used. | | | | |
| 3.19 There is effective use of technology to manage school operations. | | | | |

| | Meets | Growth Needed | Does Not Meet | PG Activities Discussed |
|---|---|---|---|---|
| 3.20 Fiscal resources of the school are managed responsibly, efficiently and effectively. | | | | |
| 3.21 Safe, clean and aesthetically pleasing school environment is created and maintained. | | | | |
| 3.22 The human resources function supports the attainment of school goals. | | | | |
| 3.23 Confidentiality and privacy of school records are maintained. | | | | |

| Standard 4: Collaboration | Meets | Growth Needed | Does Not Meet | PG Activities Discussed |
|---|---|---|---|---|
| 4.1 High visibility, active involvement, and communication with the larger community is a priority. | | | | |
| 4.2 Relationships with community leaders are identified/nurtured. | | | | |
| 4.3 Information about family and community concerns, expectations and needs is regularly used. | | | | |
| 4.4 There is outreach to different business, religious, political and service agencies and organizations. | | | | |
| 4.5 Credence is given to individuals and groups whose values and opinions may conflict. | | | | |
| 4.6 The school and community serve one another as resources. | | | | |
| 4.7 Available community resources are secured to help the school solve problems and achieve goals. | | | | |
| 4.8 Partnerships are established with area businesses, institutions of higher education and community groups to strengthen programs and support school goals. | | | | |
| 4.9 Community youth family services are integrated with school programs. | | | | |
| 4.10 Community stakeholders are treated equitably. | | | | |
| 4.11 Diversity is recognized and valued. | | | | |
| 4.12 Effective media relations are developed and maintained. | | | | |
| 4.13 Comprehensive program of community relations is established. | | | | |
| 4.14 Public resources and funds are used appropriately and wisely. | | | | |
| 4.15 Community collaboration is modeled for staff. | | | | |
| 4.16 Opportunities for staff to develop collaborative skills are provided. | | | | |

| Standard 5: Integrity, Fairness, Ethics | Meets | Growth Needed | Does Not Meet | PG Activities Discussed |
|---|---|---|---|---|
| 5.1 Examines personal and professional values. | | | | |
| 5.2 Demonstrates a personal and professional code of ethics. | | | | |
| 5.3 Demonstrates beliefs, values and attitudes that inspire others to higher levels of performance. | | | | |
| 5.4 Serves as a role model. | | | | |
| 5.5 Accepts responsibility for school operations. | | | | |
| 5.6 Considers the impact of one's administrative practices on others. | | | | |
| 5.7 Uses the influence of the office to enhance the educational program rather than for personal gain. | | | | |
| 5.8 Treats people fairly, equitably and with dignity and respect. | | | | |
| 5.9 Protects the rights & confidentiality of students & staff. | | | | |
| 5.10 Demonstrates appreciation for and sensitivity to the diversity in the school community. | | | | |

| | | | Does Not | PG |
|---|---|---|---|---|
| 5.11 Recognizes and respects the legitimate authority of others. | | | | |
| 5.12 Examines/considers the prevailing values of the diverse school community. | | | | |
| 5.13 Expects that others in the school community will demonstrate integrity and exercise ethical behavior. | | | | |
| 5.14 Opens the school to public scrutiny. | | | | |
| 5.15 Fulfills legal and contractual obligations. | | | | |
| 5.16 Applies laws and procedures fairly, wisely and considerately. | | | | |
| Overall Rating for Summative Evaluation Form | | | | |

| Standard 6: Political, Economic, Legal | Meets | Growth Needed | Does Not Meet | PG Activities Discussed |
|---|---|---|---|---|
| 6.1 The environment in which the school operates is influenced on behalf of students and their families. | | | | |
| 6.2 Communication occurs in the school community concerning trends, issues and potential changes in the environment in which the school operates. | | | | |
| 6.3 There is ongoing dialogue with representatives of diverse community groups. | | | | |
| 6.4 The school community works within the framework of policies, laws and regulations enacted by local, state and federal authorities. | | | | |
| 6.5 Public policy is shaped to provide quality education for students. | | | | |
| 6.6 Lines of communication are developed with decision makers outside the school community. | | | | |
| Overall Rating for Summative Evaluation Form | | | | |

Evaluatee/Observee_____Position_____

Evaluator/Observer_____Position_____

Date of Conference_____School_____

Evaluator and evaluatee discuss and complete prior to developing the administrator's professional growth plan and summative evaluation instruments. This analysis document is the summary of data collected for formative purposes such as: observations, professional development activities, portfolio entries, products, work samples, reports, etc.

# Ballard County Schools
## Lead Teacher Job Description/Evaluation
### Head Start/Pre-School

| I. Designs/Plans Instruction | | | |
|---|---|---|---|
| **Performance Criteria** | **MET** | **Needs Growth** | **Not Met** |
| 1. Designs developmentally appropriate, comprehensive curriculum and instruction | | | |
| 2. Selects developmentally and individually appropriate strategies and resources to provide activity-based learning experiences | | | |
| 3. Adapts and individualizes curriculum and instruction plans for all children, including those with special needs and disabilities | | | |
| 4. Plans for the effective involvement of team members including assistants, staff, and volunteers across learning environments | | | |
| 5. Incorporates knowledge of multiple disciplines and strategies from team members | | | |
| 6. Incorporates family strengths and resources, priorities, and concerns to plan experiences and instructions (*e.g.* lesson plans, IFSPs, IEPs, and transition plans) | | | |
| Discussed: | | | |

| I. Creates/Maintains Environment | | | |
|---|---|---|---|
| **Performance Criteria** | **MET** | **Needs Growth** | **Not Met** |
| 1. Creates the physical, social, and temporal environments to engage children and maximize learning outcomes | | | |
| 2. Creates and maintains developmentally and individually appropriate activity-based learning environments | | | |
| 3. Maintains a healthy and safe environment | | | |
| 4. Provides developmentally and individually appropriate indoor and outdoor environments | | | |
| 5. Creates environments that recognize and value diversity as a strength in children and families | | | |
| 6. Adapts environments to support children with special needs and disabilities | | | |
| 7. Creates, evaluates, and selects technology, materials, and media to enhance the learning environment | | | |

| | MET | Needs Growth | Not Met |
|---|---|---|---|
| 8.  Facilitates positive interaction between children and adults | | | |
| 9.  Uses positive guidance interaction between children and adults | | | |
| 10.  Uses responsive techniques to nurture appropriate social interaction and social competence | | | |
| 11.  Functions within legal, ethical, and professional guidelines | | | |
| 12.  Applies adult learning principles in supervising and training adults | | | |
| Discussed: | | | |

## III. Implements Instruction

| Performance Criteria | MET | Needs Growth | Not Met |
|---|---|---|---|
| 1. Facilitates children's acquisition and integration of behavior, skills, and concepts to support learning | | | |
| 2. Implements developmentally appropriate individual and group activities in indoor and outdoor environments | | | |
| 3.  Encourages children's active involvement in a variety of structured and unstructured learning activities | | | |
| 4. Uses instructional strategies that meet the unique needs of each child | | | |
| 5. Implements family-centered activities that reflect the family's resources, priorities, and concerns | | | |
| 6. Provides learning experiences that support and expand the cultural knowledge and behavior of each child | | | |
| 7.  Provides guidance, learning cues, and positive feedback to children | | | |
| 8. Manages antecedent and consequent conditions to foster self-management behaviors | | | |
| Discussed: | | | |

## IV. Assesses and Communicates

| Performance Criteria | MET | Needs Growth | Not Met |
|---|---|---|---|
| 1. Uses developmentally appropriate and authentic assessments to determine child needs, to plan individualized learning experiences, and to develop and implement IFSPs and IEPs | | | |
| 2. Selects, creates, adapts, and uses multiple modes and methods of assessments with adaptations which are sensitive to the unique cultural and learning needs of the child | | | |
| 3.  Actively involves families and other team members in the assessment process | | | |
| 4. Systematically collects, organizes, and records ongoing assessment data to monitor child progress | | | |
| 5. Monitors, summarizes, and evaluates the acquisition of child and family outcomes as outlined in the IEP or the IFSP | | | |
| 6. Effectively communicates assessment results and ongoing child progress with families and other team members in everyday language, including native language and communicative mode | | | |

Discussed:

## V. Reflects/Evaluates Professional Practices

| Performance Criteria | MET | Needs Growth | Not Met |
|---|---|---|---|
| 1. Engages in ongoing self-reflection to improve professional practices | | | |
| 2. Communicates strengths and areas for growth in professional practices as a result of self-reflection | | | |
| 3.  Applies professional ethics, practices, and legal mandates in early childhood settings | | | |
| 4. Reflects upon, evaluates, and modifies involvement of team members including assistants. staff and volunteers across learning environments | | | |
| 5. Participates in program evaluation efforts to improve child learning an development | | | |
| 6. Identifies the professional development needs of assistants, staff, and volunteers, and provides support to improve each person's performance | | | |

Discussed:

## VI. Collaborates with Colleagues/Families/Others

| Performance Criteria | MET | Needs Growth | Not Met |
|---|---|---|---|
| 1. Participates as an effective team member and demonstrates appropriate interpersonal skills to support collaboration in early childhood settings | | | |
| 2. Seeks and encourages the participation of families as partners in promoting the child's development, sharing information, making decisions, and implementing and evaluating program plans for the child | | | |
| 3. Consults and collaborates with team members to promote the child's development, share information, make decisions, implement, and evaluate program plans for the child | | | |
| 4. Seeks advice and collaborates with community members and agencies to provide resources, promote child development, and increase learning in early childhood settings | | | |
| 5. Articulates the individual outcomes and unique needs for each child to assistants, staff, and volunteers | | | |
| 6. Provides ongoing constructive feedback to team members on professional practices | | | |
| 7. Collaborates with families and other team members to support successful transition to next setting | | | |
| Discussed: | | | |

## VII. Engages In Professional Development

| Performance Criteria | MET | Needs Growth | Not Met |
|---|---|---|---|
| 1. Engages in ongoing critical analysis and reflective thinking to assess one's own performance and identify areas for growth | | | |
| 2. Demonstrates a professional growth plan | | | |
| 3. Documents professional growth and performance | | | |
| 4. Demonstrates professional growth through identification with and active participation in professional organizations | | | |
| 5. Critically reviews and applies research and recommended practices | | | |
| 6. Seeks support and expertise of others to improve professional practice | | | |
| 7. Acquires and integrates information from a variety of resources to expand personal knowledge of child development, interdisciplinary practices, diversity, and family-centered services | | | |
| Discussed: | | | |

## VIII. Supports Families

| Performance Criteria | MET | Needs Growth | Not Met |
|---|---|---|---|
| 1. Assists families in articulating resources, priorities, arid concerns | | | |
| 2. Demonstrates sensitivity to characteristics of each child's family and community, and shows respect for cultural preferences and socioeconomic influences | | | |
| 3. Implements a continuum of family-centered services which support child development | | | |
| 4. Informs families of program objectives, procedures, and legal rights | | | |
| 5. Applies adult learning principles to parent education activities | | | |
| 6. Promotes family participation in adult education opportunities and school and community activities | | | |
| 7. Demonstrates knowledge of family structure, style, and stages of family and adult development | | | |
| 8. Communicates with families and other team members in everyday language, including their native language and communicative mode, using interpreters if appropriate | | | |
| Discussed: | | | |

## IX. Demonstrates Implementation of Technology

| Performance Criteria | MET | Needs Growth | Not Met |
|---|---|---|---|
| 1. Operates a multimedia computer and peripherals to install and use a variety of software | | | |
| 2. Uses terminology related to computers and technology appropriately it written and verbal communication | | | |
| 3. Demonstrates knowledge of the use of technology in business, industl1and society | | | |
| 4. Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations | | | |
| 5. Creates multimedia presentations using scanners, digital cameras, and video cameras | | | |
| 6. Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction | | | |

| | | | |
|---|---|---|---|
| 7. Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction | | | |
| 8. Requests and uses appropriate assistive and adaptive devices for children with special needs | | | |
| 9. Designs lessons that use technology to address diverse needs and learning styles of children | | | |
| 10. Practices equitable and legal use of computers and technology in professional activities | | | |
| 11. Facilitates the lifelong learning of self and others through the use of technology | | | |
| 12. Explores, uses, and evaluates technology resources: software, applications, and related documentation | | | |
| 13. Applies research-based instructional practices that use computers and other technology | | | |
| 14. Uses computers and other technology for individual, small group, and large group learning activities | | | |
| 15. Uses technology to support multiple assessments of children's learning | | | |
| 16. Instructs and supervises children in the ethical and legal use of technology | | | |
| Discussed: | | | |

_____
Teacher Signature


_____
Evaluator Signature


_____
Date

*This form can be used in addition to the Ballard County Certified Evaluation Plan Observation and Summative Evaluation instruments.

# ASSURANCES
# CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

The _____School District hereby assures the Commissioner of Education that:

This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators.

The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel annually within one month of reporting for employment.  This shall occur   prior to the implementation of the plan.  The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee.

All certified employees shall develop an Individual Professional Growth Plan (IGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 3:345.  The IGP will be reviewed annually.

All administrators, to include the superintendent and non-tenured teachers will be evaluated annually.

All tenured teachers will be evaluated a minimum of once every three years.

Each evaluator will be trained and approved in the use of appropriate evaluation techniques and the use of local instruments and procedures.

Each person evaluated will have both formative and summative evaluations with the evaluator regarding his/her performance.

Each evaluatee shall be given a copy of his/her summative evaluation and the summative evaluation shall be filed with the official personnel records.

The local evaluation plan provides for the right to a hearing as to every appeal, an opportunity to review all documents presented to the evaluation appeals panel, and a right to presence of evaluatee's chosen representative.

The evaluation plan process will not discriminate on the basis of race, national origin, religion, marital status, sex, or disability.

This evaluation plan will be reviewed as needed and any substantive revisions will be submitted to the Department of Education for approval.

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on _____.

_____        _____
Signature of District Superintendent                             Date

_____        _____
Signature of Chairperson, Board of Education                     Date